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ABSTRACT

The job of the 4-H extension agent involves fairly complex levels of performance. The curriculum for the extension agent program should produce youth workers who have the ability to perform competently and who possess the basic concepts and values required to function effectively. Performance objectives were written for each competency considered essential for Mississippi 4-H Youth agents in administration, staffing, and evaluation. Criterion-referenced measures (CRMs) were developed for each set of objectives and analyzed using Bloom's Taxonomy of Educational Objectives and Mager's Objective/Item Checklist. Analyses revealed discrepancies between the necessary competencies and the CRMs in each of the three categories. For the administration objectives, the CRMs tended to be written at a level which was lower than the level of performance considered minimal. There was a tendency toward congruence at the application level between the CRMs and the competency statements in the staffing category. The lack of congruence between the evaluation items desired competency levels was attributed to testing too low. It was suggested that the criterion referenced measures be revised to reflect the higher levels of performance required of the 4-H agents. (EVH)

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A STUDY OF THE CONGRUENCY OF COMPETENCIES AND CRITERION-REFERENCED MEASURES

By

John Wilbur Jones, Jr.

A Thesis
Submitted to the Faculty of
Mississippi State University
In Partial Fulfillment of the Requirements
for the Degree of Master of Science
in the Department of Agricultural and Extension Education

Mississippi State, Mississippi

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By

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J.W.J., Jr.

ABSTRACT

John Wilbur Jones, Jr., Master of Science, 1977

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Title of Thesis: A Study of the Congruency of Competencies and Criterion-Referenced Measures

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ABSTRACT

The purpose of this study was to describe the congruency of competencies and Criterion-Referenced Measures (CRM's) for curriculum development and testing through a literature review and data collection and analysis.

Data collection instruments were developed from the competencies identified as being needed by Mississippi Extension 4-H Youth Agents. The instruments were hand delivered to identified experts in the categories of Administration, Staffing, and Evaluation. The responses requested were Course Content, Specific Test Items, and Performance Criteria for the Competency Statements and Performance Objectives in the respective categories. Data were collected and analyzed using Bloom's Taxonomy of Educational Objectives and Mager's Objective/Item Checklist. Discrepancies were found between competencies and CRM's in all three categories.

In the Administration category, CRM responses tended to be written at a level which was lower than the level of performance

required by the Performance Objectives. Use of Mager's Objective/Item Checklist identified seven CRM's as potentially useful. The remaining seven were indicated to need revision.

The tendency of the Competency Statements and CRM's in the Staffing category was toward congruence at the application level. The findings using Mager's Objective/Item Checklist indicated that five CRM's were potentially useful. The thirteen remaining responses needed revision.

Using Bloom's Taxonomy of Educational Objectives, one of the eight items in the Evaluation category was found congruently leveled. The comparison of the competencies' levels with CRM's revealed discrepant tendencies. The tendency was toward testing at too low a level. Use of Mager's Objective/Item Checklist revealed that no CRM in the Evaluation category matched its Performance Objective.

When the use of the two analyses was completed, eight of the CRM responses were found to have met the criteria of both analyses. The remaining thirty-two were found to have needed revision as a result of the analysis procedure.

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CHAPTER I

INTRODUCTION

> The need for a dynamic, ever-moving youth program is greater today than ever before. As we deal with an increasing rate of change in a rapidly moving world, youth of today must face forces and problems undreamed of a quarter of a century ago.
>
> Task Force on 4-H in Century III

For this need to be met, Extension 4-H Youth Agents must be proficient in the performance of the competencies that are necessary for the successful operation of Extension 4-H programs.

Background and Significance

On January 15, 1974, the Assistant Administrator of 4-H Youth, United States Department of Agriculture/Extension Service (USDA/ES) wrote inviting Mississippi to participate in a "4-H Youth Development Workers Curriculum Project." During the ensuing months, Mississippi decided to participate and sent representatives to the first meeting of the National Curriculum Committee, at Columbus, Ohio, early in June, 1974.

One June 19, 1974, Special Project Funds were announced by the Administrator of the Extension Service, Washington, D.C. In response to this announcement, the Mississippi Cooperative Extension Service and the Department of Agricultural and Extension Education, Mississippi State University, submitted a joint proposal on September 27, 1974, for a Special Needs Project entitled "A Pilot

Project to Determine Needed Competencies of Extension County 4-H Youth Agents and to Develop a Curriculum to Provide These Competencies."

The project was awarded to Mississippi State University and funded for two years beginning on July 1, 1975. The objectives of the project as stated in the proposal were:

1. To identify the competencies necessary for success as a county Extension 4-H Youth Agent in Mississippi.
2. To identify the competencies needed to perform as a professional county 4-H Youth Agent on a national sample.
3. To develop a graduate curriculum in conjunction with the administrator of the Agricultural and Extension Education Department at Mississippi State University to provide the competencies identified as needed for success as a 4-H Youth Agent.
4. To produce a staff development and training program for Extension 4-H Youth Agents and State Area 4-H Staff.
5. To develop an undergraduate and graduate curriculum to provide skills needed for success as a county 4-H Youth Agent.

In the past, educational philosophy has allowed curricula to be aimed, primarily, at the acquisition of knowledge alone, rather than the application of knowledge through experiences. The mastery of knowledge alone provides no assurance that the individual can competently make application of the knowledge mastered in situations

where successful application is necessary. This indicates that the successful acquisition of knowledge alone is not satisfactory in the preparation of Extension 4-H Youth Agents. The successful preparation of Extension 4-H Youth Agents requires that the Agents be able to perform the job role competently as a result of preparation.

The core of the preparation is the curriculum, through which students can learn the necessary knowledge and develop the necessary skills required to perform the competencies that are necessary for being successful as Extension 4-H Youth Agents. Therefore, the project in Mississippi funded by USDA/ES focused, at first, on the identification of necessary competencies.

Through the competency identification process 157 competencies were identified for use in the pilot test of the data collection instrument. After the data were analyzed, the instrument was improved and shortened to 75 competencies in seven categories. (See Appendix A.)

Statement of the Problem

Gagné (1970, p. 22) said, "The occurrence of learning is inferred from a difference in a human being's performance as exhibited before and after being placed in a 'learning situation'." He continued saying that "It is necessary to show that there has been a change in performance."

The change is noted through the evaluation of behavioral performances. It is necessary that the curriculum be effective and efficient in producing the desired competencies in the learners.

If the curriculum is to be effective, it must be evaluated. The competencies that are to be developed must be tested before and after instructional activities to determine whether a change in performance has occurred. This testing is the source of the research question: What are the criteria that provide acceptable evidence of at least minimal level performance of behavior stated in the performance objectives derived from competencies identified as being needed by Mississippi Extension 4-H Youth Agents in the categories of Administration, Staffing, and Evaluation?

Objectives

The objectives of this study are to:

1. Write performance objectives which will provide for the inclusion of pertinent behavioral components in the cognitive, affective, and psychomotor domains for the respective competencies identified in the categories of Administration, Staffing, and Evaluation.
2. Develop criterion-referenced measures for each performance objective written.
3. Determine whether the criterion-referenced measure will provide acceptable evidence of at least minimal level performance of the behavior stated in its performance objective through evaluation by using the data and procedures necessary to assure congruence.

Terminology

The following terms are defined as used in this thesis:

1. Competence--Possessing the necessary qualities that enable one to contend with a situation successfully; to be sufficient; to be capable, able, and adequate to accomplish the performance objective satisfactorily; includes, explicitly or implicitly, the cognitive, affective, and psychomotor domains.
2. Competency Statement--A statement that embodies the behavioral realm of activities that have been identified as being needed for success as an Extension 4-H Youth Agent. Each competency statement is a desired factor of the role of the Agent which is to be developed through the curriculum.
3. Course Content--The subject matter, facts, activities, and experiences that constitute a learning experience or a series of such experiences coordinated by the Department of Agricultural and Extension Education in the professional preparation of Extension 4-H Youth Agents.
4. Course Objective--A desired change, in the behavior or performance of those who are instructed, toward which instruction is directed and purposed; the desired product (competence developed by the learner) of instruction, the manifestation of which the learner will approach.
5. Criterion-Referenced Measure--A gauge to be used for evaluative purposes before, during, and/or after instruction. Its design is to determine whether competence has

been achieved in the respective competency through use of a performance objective, and one or more suggested specific test items (each having performance criteria by which the specified performance is evaluated).

6. Congruency--The state or quality of being in agreement; correspondence, harmony.
7. Curriculum--The course content of Extension 4-H Staff Development and Training Sessions, credit courses offered by Mississippi State University, and any other activities sponsored by the University or for which the University assumes responsibility that are used by the Department of Agricultural and Extension Education in the professional preparation of Extension 4-H Youth Agents.
8. Extension 4-H Youth Agent--The Extension professional who devotes a major portion of time to youth work and is responsible for the total county 4-H program.
9. Performance--A quantitative or qualitative behavior.
10. Performance Criteria--The standard by which behavior is evaluated to determine whether the behavior is equal to at least minimum level behavior as required by the performance objective and its suggested specific test item(s).
11. Performance Objective--A statement that defines the operant, the conditions, the criteria, and the desired behavior sought. The performance objectives can be used as course objectives for they are goals of instruction.
12. Suggested Specific Test Item--A design constructed at a particular performance level for the purpose of providing

acceptable evidence that the learner's performance is of at least minimum level. It is a part of the criterion-referenced measure.

Assumptions

The assumptions of this study are that:

1. The data collection devices possess integrity.
2. The data collected is the earnest effort of those surveyed.
3. Fair treatment of the data precludes intentional bias on the part of the researcher.

Limitations

This study is limited in that:

1. Only the categories of Administration, Staffing, and Evaluation are included in this thesis. The other four categories--Communication, Program Execution, Program Planning, and Teaching--constitute a companion thesis to be written by another graduate research assistant employed in this project.
2. The findings, implications, conclusions, and recommendations are intended for use in Mississippi.
3. Primary emphasis has been placed on collection of data from Mississippi.
4. Presently, explicit emphasis has been placed on the cognitive and psychomotor domains only; however, it is recognized that the affective domain cannot be separated from the cognitive domain.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of the literature concerning curriculum development. In ordering the presentation, the findings have been divided into four major categories. These four categories are: (1) The Curriculum: Past and Present, (2) The Need for an Extension 4-H Youth Agent Curriculum, (3) Methods of Curriculum Development, and (4) Selection, Rationale, and Competence Identification and Evaluation in the Model for Curriculum Development.

The Curriculum: Past and Present

According to The Oxford English Dictionary (1961, p. 1271), curriculum means "A course; spef. a regular course of study or training, as at a school or university." Two meanings of course that may apply to this specific definition are a prescribed or planned series of activities, usually in sequence, and an opportunity to progress or advance in the world.

Counts (1927, p. 337) noted that the learner's nature is related to all levels of education and because of this, the school curriculum must include provision for assisting the learner to make adjustments to life conditions and to achieve control of instruments constituting the learner's social heritage. According to Counts, this can be accomplished only through a program reflecting "a

thorough knowledge of American civilization."

Stratemeyer (1931) defined the school curriculum as the entire body of experiences conditioning and constituting the child's total activities that are accepted by the school as responsibilities. Stratemeyer noted that the curriculum had been markedly affected by changes in educational philosophy and psychology.

Melvin (1931, p. 731) said, "Curriculum means a race course, and is the Latin form of the English phrase course of study." It was added that the curriculum should provide, in a suggested form, what students are expected to learn as a result of instruction. Theoretically, the curriculum should be independent of prescribed methods of instruction, but in reality, it is desirable to provide the expected outcomes in a way that will relate them to a method that may be used. Melvin spoke of the curriculum reformation of the period as being, in essence, a reformation of method, a return to the Greek technique "learning by doing." The reformation of method was seen as a reason for justifying changes that were necessitated. Different methods of teaching cause changes in the things learned. The method changes were toward student activity in first hand learning experiences.

Learned (1932, p. 46) believed the curriculum in its normal effective status to be "a mammoth reservoir of ordered and accessible knowledge in books, laboratories, and museums ready to be drawn upon by minds capable of grasping and interpreting its contents." According to Learned, the first indispensable step in an individual's education is fascination brought about by "direct contact," (p. 47) yet he objected to the desiccation of elements

of the reservoir, and subsequent presentation in the form of credit units required to "buy a degree" (p. 47). Learned envisioned, with few reservations, a college that would yield its time and resources to the most capable entrants with no requirements other than: four years in residence, maintained health, acceptable behavior, and submission to frequent testing "in all fields in which [they] are likely to display growth" (p. 48).

Taba (1932, p. 243) explained that the curriculum could not be regarded as an inert compilation of activities, experiences, and materials. Rather, "it is a living whole, comprised of experiences actually going on in the school." Taba related that curriculum "content is identical to the experience of the learners."

The conception of the curriculum held by the Lincoln School, expressed by Hopkins (1936), was a composition of all the activities or aspects that concern the living of children which are subject to the direct influence of the school.

The curriculum is "everything the young people and their teachers do," according to Rugg (1936, p, 18). Rugg then described the dual nature possessed by the curriculum as being both active and passive; active as a result of student activities such as clubs, assemblies, committee work, student councils, student publications, and sports; passive with respect to the materials used in the conduct of the activities.

Morrison (1966, p. 1) defined curriculum as "an organized sequence of instructional situations by which students acquire selected capabilities." Morrison stated that no curriculum could achieve every goal of education because none can contain every

desirable learning, use all available methods or techniques, and solve all problems identifiable. It was related that a curriculum could not be totally comprehensive otherwise. Morrison (1966, p. 10) continues by saying:

> The concept of "understanding" is a label applied to individuals who demonstrate a particular set of capabilities. If "understanding" something is important, then it is important because students who "understand" are able to do something, perhaps many things, other students cannot do.

Stake (1967, p. 539) stated that the evaluator "may see his task as one of indicating the goodness-of-fit of an available curriculum to an existing school program." Here Stake used curriculum as a restricted term.

In summarizing White's Cognitive Field Theory, Snygg (1968) said that from the vantage point of the cognitive field, all behavior is directed toward maintaining and increasing the organization of phenomena, part of which are in the future and cannot be resolved. This lack of resolution of the future causes the need for an individual to reinforce faith in the ability to contend with the future. This reinforcement is sought through efforts to gain increased feelings of personal worth. If these statements are so, then a curriculum will have to concern things and problems that students perceive to be real, true, and important. Snygg (1968, p. 25) further stated that "an efficient curriculum will provide students with opportunities to put their concepts into action and will encourage them to do so." The inclusion of a particular subject in the curriculum should depend upon whether or not it leads to the facilitation of the self-actualization of the student.

According to A Guide for the Development of Curriculum in Vocational and Technical Education, a study sponsored by the U. S. Office of Education (1969, p. 6), "Curriculum is defined in terms of the sum of the experiences that a student has under the guidance of the school." It may contain schemata (stressing or assuming validity of an identified collection of necessary facts, activities, and skills that have been sorted), resources, or guides. Because of dynamic social and technical conditions, it must be assessed to determine whether or not it is appropriate.

Gagné (1970) refers to the structuring of learning in topics of various subjects within the curriculum.

The definition used by Borgen, Davis, Anderson, and Oen in the Illinois Occupational Curriculum Project at Joliet (1971, p. 2) is "that set of educational activities under the control of the college."

Meek (1973, p. 29) stated that the usual definition of curriculum is "the sum of the student's experiences while under the guidance of the school."

Carter (1975, p. 4) in A Proposed Starting Point for Improving Teaching said:

> Curriculum is defined not only as the "things to be learned" but as encompassing all experiences provided for students participating in the course of study. It includes how these experiences are provided; how they are structured and organized; how they are sequenced and integrated; how the outcomes are assessed.

He noted that the curriculum contains more than the definition of content.

The Encyclopedia Americana (1976, Vol. 8, p. 340) gives contrasting definitions which range from the subject content covered in a single course such as Algebra I (e.g. the Algebra I curriculum) through successively broader definitions, terminating with "all school-directed experiences occurring in school and elsewhere." The definitions are dependent on the characterized philosophy of the school. The greater the assumed responsibility for total development of students, the more inclusive the definition.

For the purpose of this study, the term curriculum is defined as the course content of Extension 4-H Staff Development and Training Sessions, credit courses offered by Mississippi State University, and any other activities sponsored by the University or for which it assumes responsibility, that are used by the Department of Agricultural and Extension Education in the professional preparation of Extension 4-H Youth Agents.

The Need for an Extension 4-H Youth Agent Curriculum

The purpose of this section is to present a review of literature showing factors relating to the need for development of a curriculum that will more effectively and efficiently prepare professionals to be successful in the challenging, often demanding, and frequently rewarding jobs of Extension 4-H Youth Agents.

The job of the Extension Agent is one of a very complex nature. Apodaca (1962, p. 6) stated that "an effective agent realizes that his job is one of importance and responsibility which offers many opportunities for service to the people and professional and personal

satisfaction to himself." The writer expressed the need for continuing preparation in technical subject matter and in human relationships and educational principles.

Alers et al. (1966) indicated that the Extension Agent is the link between the Land Grant Universities and the local community. His primary objective should be to stimulate people to learn, and his major concern should be educational needs.

Tucker (1967) postulated that the able Youth Agent is likely to have maintained a continuing education in areas of subject matter, human and social relations, and learning processes. Tucker noted that programs (being designed to meet the diverse needs of those served) must cover the broad spectrum of the needs of those people. In order to be able to cover the range of public thought, an encompassing training program must be available for their disposition and use. Tucker continued by saying that changes in Extension objectives have caused changes in the way Extension employees function. The clientele was stated to have expanded to include both urban and rural youth.

According to Amend (1970, p. 18), "The successful agent must be a self starter. Based many miles from the home institution and his immediate organizational supervisor, the agent has a great amount of individual responsibility with relatively little direct supervision."

In a study of former Youth Agents, Rowe (1970) found that nearly one-half of those responding considered their formal educations to have been less than adequate academic preparation needed for their jobs. Preference was made for more graduate level courses in the

field of behavioral science. Nearly one-half indicated that they were employed without having had a proper understanding of their duties and responsibilities.

In a report, "4-H in the 70's in Mississippi" (1971), conducted by a number of people connected with the Cooperative Extension Service, it was felt that professional Extension workers should devote their time to educational activities and enlist more volunteers to service the program. The professional should assume the role of a planner of educational programs. The objective of the professional should be increasingly one of assessment of local needs, location of facilities, organization of groups, securing services of competent teachers, and arranging for training of prospective teachers and leaders.

In this report, it was suggested that areas of study such as agriculture, home economics, education, and social sciences be suggested but that more emphasis be placed on the individual's ability to develop and lead educational programs for youth.

An implication of a study done by Goyen (1971) is that Extension 4-H Youth Agents need additional training in the behavioral sciences. The specified areas mentioned were counseling, group dynamics, human development, leadership, psychology, social psychology, and sociology.

Lorca (1971) concurred with Goyen indicating need for not only behavioral sciences, but stated that the Extension worker should master intellectual skills and abilities including the following: comprehension, application, analysis, synthesis, and evaluation. In closing, Lorca (p. 50) said, "If Extension Training pretends to

prepare a worker for a job which aims at the objective of full development of human beings, it would be wise to include in his training program the development of an appropriate set of values which will be part of the Extension worker."

Trent and Donohue (1971, p. 22) submitted that counseling techniques are useful and that they will not take the place of knowledge of communication, a sensitivity toward others, nor the personal attitudes of the agent. Trent and Donohue concluded by saying, "If counseling is such an important role, agents should be given the opportunity to fill this void in their education through individually planned induction, in-service, and graduate training programs."

Cook (1972) concluded that the District Agent and the county leader view the role of the Youth Agent as one of planning, organizing, and conducting 4-H programs. Cook felt that the major determinant of the Youth Agent role in planning and organizing 4-H'ers was the Youth Agent.

Monosmith and Canning (1971-1972) furnished a progress report concerning seven 4-H staff development training programs conducted at the national level. One in particular is noteworthy--a workshop entitled "New County Extension Agents Doing 4-H Youth Work." According to the authors, the purpose of the workshop was the demonstration of the intense training of new Extension 4-H Youth Agents to help them be effective sooner and receive more satisfaction from their work. The content of the workshop was:

1. The current relevance of non-classroom instruction,

2. The inclusion of local youth and adults in program planning,
3. The relevance of curriculum development and use,
4. Tools for use in leadership communications and group dynamics,
5. Reaching difficult audiences,
6. Understanding youth and adult clientele,
7. Availability of resources, and
8. Evaluation and the management of the organization and its operation.

The challenge for 4-H Agents today is to shift programs and methods to meet the changing needs of society. Soobitsky and Cunningham (1972) developed a questionnaire in an attempt to identify training needs. The questionnaire was based on the nine areas of competency identified by the National In-Service Training Task Force of the Extension Committee on Organization and Policy. These areas included:

1. Extension organization and administration
2. Communications
3. Social systems
4. Effective thinking
5. Human development
6. Educational process
7. Program planning and development
8. Technical knowledge
9. Research and evaluation

Specific items rated at the top included:

1. Understanding the basic principles of communication with the disadvantaged.
2. Understanding the lower class socio-economic concepts--employment, housing conditions, values, desires.
3. Understanding the effect of prejudice on the thinking process of the disadvantaged.
4. How to analyze the relevant needs of the disadvantaged.
5. How to maintain effective leadership in disadvantaged people.
6. Understanding how to motivate disadvantaged people.
7. Knowledge and skills in working with the disadvantaged.
8. Knowledge of methods of measuring results of programs with the disadvantaged.
9. Knowledge of existing policies of Extension.

Boyce (1973) related that with the ever increasing workload of 4-H Agents, it becomes very important that Extension 4-H Youth Agents learn to delegate a certain amount of responsibility.

The purpose of research by Miller (1973) was to develop organizational models that would improve the total Extension outreach of the Ohio State University. In the urban county model developed, Miller (1973, p. 60) stated that the agents:

> Must be able to understand the past and respond to those audiences. . . . must be receptive to change and help identify new needs. . . . must be able to take appropriate and prompt action . . . need to be able to call in resource specialists; communicate with administrators, committees, and lay people; and train paraprofessionals.

Miller cited the following administrative competencies needed by agents having program responsibility: ability to analyze directional changes and rates of change in the program; ability to identify unfelt needs and initiate action before crises develop; and ability to sustain coordination with other existing agencies. Miller continued by saying that agents, as professionals who were well educated specialists in their disciplines and who would be employed in the metro county model, would need experience in dealing with the group, power, and political issues of the metro work environment. Miller added that these agents should be skilled in the field of sociology.

Westwood (1973, p. 38) expressed the need to adapt by saying that:

> Professionals in 4-H and youth should play the combined roles of analyst, innovator, advocate, and coordinator of planned change. As analyst, we can assess the problems, causes, and existing resources. As innovator, we can initiate new concepts in programming techniques. As advocate, we can give voice to those who have none, conscience to those who won't hear, and be an ombudsman for those who can't see. As coordinator of planned change, we can press for a less bureaucratic and more "open system" that adapts to present-day realities.

Carter (1974, p. 6) said, "that the practitioner-professional must so prepare himself and function that he becomes increasingly an astute student of his work environment." Carter (p. 10), in developing a conception of curriculum, said that "In trying to conceive of curriculum we might consider the following question: What can a person learn that could help him become a practicing professional who is an increasingly astute student of his work environment?" Carter continued by saying that professionals have

to function in relation to the realities of the world. They must contribute to the solution of actual problems in serving their clientele. He stated that it was not sufficient to just have answers and knowledge of procedures. Studies of critical incidents confirm that the function of the Extension Agents is a complex one which requires performances that must be characterized by professionalism. The function, job, and role of the Extension Agent are comprised of two compontents, behavioral and technological. It is further stated by Carter that the behavioral components are probably more critical in the functioning of the Agent than the technological components. Carter's concept of the five areas in which competence is required of Extension Agents included having to cope with the working environment, reckon with human behavior, conduct inquiries, program activities and events, and function in a professional manner. Carter continued by listing tools that are necessary for professional Extension Agents to have and use in serving their clients. Among those listed are knowledge, skills, attitudes, and values.

Carter's study (1974) indicates that the job of the Extension Agent involves fairly complex levels of performance. The author stated that the Extension professional should be an astute student of his environment, being competent in methods and modes of attacking problems. It also involves acquiring habits that will be useful in new situations--curiosity, objectivity, open-mindedness, respect for evidence, and the capacity to think critically. A professional with such characteristics could perhaps be described as innovative.

As a result of the study, a decision was made that the disciplines of sociology, social psychology, educational psychology, and cultural anthropology were most relevant to the demands made upon the Extension professional.

According to Gassie (1974), new Extension employees are exposed to areas in which their academic preparation is inadequate. They must deal with a greater variety of people than they have previously dealt, as well as contend with a more complex organizational structure and management function. They must face an array of more serious problems.

Gassie continued by saying that for 4-H to remain successful, leaders and agents must help youth acquire a set of life values and skills that will enable them to cope with our changing society. The goals of the 4-H program should be to help young people become independent, free thinking, responsible adults. The challenge is to help youth learn how to learn, and to realize that what is gained in life that is worthwhile will have to be earned through using talent, skill, and knowledge.

Gilsrud (1975, pp. 1-2), in a Minnesota study, explained:

> The national trend in Extension youth programming is toward serving more young people of all economic, social, and racial backgrounds--both rural and urban. Although there is a great deal of private and public support to extend Extension's work with these youth, it is not enough to keep up with the expanded programming. In addition, the number of professionals working 80 percent or more with youth or in youth programs has declined since the early 1960's. This means that if Extension is to reach these youth, there must be more volunteer involvement. This in turn requires better training of volunteers and greater skills on the part of the trainer, the Extension Professional, to best meet the needs of youth and volunteers working with youth.

> However, the educational background of persons assigned to work in the county with youth and volunteers in the youth programs tends to be in either home economics or some area of agriculture. This is a highly appropriate educational background for much of the work at the county level but tends to neglect preparation for work in the youth program.

Summary

The majority of the writers acknowledge the importance of and need for curricula that will better prepare professional Extension Agents to function competently in the performance of the tasks associated with their roles.

Miller (1973, p. 66) put it well when he said:

> The Extension Service can no longer be content with the wonderful job it has done in the past. It's in a new ball game--the environment has changed and is changing faster than ever before. In fact, unless Extension moves to continue its offensive thrust, it may well be placed in an unrelenting defensive position . . . some say it has already happened.

Methods of Curriculum Development

The purpose of this section is to present three basic methods for developing a curriculum that were identified during the review of literature.

Borgen et al. (1971) described three basic approaches: (1) an approach based on objectives; (2) an approach based on product development; and (3) an approach based on systems. They referred to these approaches as models and they will be presented here as the Systems Model, the Product Development Model, and the Objectives Model.

Systems Model

Tuckman (1970, p. 1) identified three phases of a Systems Model. The three phases identified are analysis, synthesis, and operation. Following these phases is an activity called "feedback and iteration."

In the analysis phase, occupational tasks are specified by task analysis, tasks are stated as behavioral objectives, and behavioral objectives are arranged in a specified sequence. This phase is followed by synthesis, during which instructional acitivities are specified and the evaluation procedure is designed. The simultaneous activities of conducting instructional activities and collecting evaluative data constitute the third phase. The activity that follows the third phase is designated to serve in testing, validating, and redesigning.

Tuckman summarized the Systems Model by saying that the instructional design initiates with task analysis, followed by behavioral objectives which are then sequenced. The program of instruction follows instructional design. During the operation of the program, data are collected for feedback into the original design to provide for modification based on the successes and/or failures of the design. Tuckman (1970, p. 18) stated that the feedback and modification "may be the most useful and critical feature of the model."

Borgen et al. (1971) identified three major phases of the Systems Model as Systems Analysis, Systems Engineering, and Systems Management, saying that all phases are thoroughly integrated and entwined in practice. They stated that the purpose of Systems Analysis is to provide a rational means of deciding how to design,

select, and operate a system. Systems Engineering is described as a division of labor for tasks that are too complex or extensive to be dealt with as a unit. These sub-task units can then be assigned, with accompanying guidelines for accomplishment, so that the products will mesh when assembled. In relating the meaning of Systems Management, the authors note the value of the systems manager, whose responsibility transcends organizational hierarchies and supercedes boundary lines.

According to the authors, the main requirements of the Systems Model are long range planning, available research data, and technology needed to employ the ingredients. They also stated that due to the nature of the model, it must be implemented as a unit and that the process is the mother of the product.

Product Development Model

The authorship of the Product Development Model, according to Borgen et al. (1971), cannot be attributed to an individual or group, but had its origin in operant psychology, the programmed instruction movement, and the works of Tyler, Mager, Baker, Skinner, and Popham and Husek.

The six major phases of the Project Development Model listed by Borgen et al. are formulation, specification, development, field testing, revision cycles, and implementation.

In the formulation phase, it is first necessary to define the general program intents and complete the rationale of the program. Various sources of program goals including society and community, institutions, and teachers and learners should be explored. The

product should be justified and proven materials and procedures should be sought. The final step in formulation listed by Borgen et al. is externally reviewing findings and procedures repeatedly throughout the process for development.

The specification phase of Product Development included five elements. First in the list is developing tentative specifications of detailed project outcomes using performance terminology and statements of end behaviors for students and teachers. Analyzing and subdividing complex program objectives to provide prerequisitional and componential skills was listed second. Third, designing means of measuring objectives (criterion-referenced measures for both terminal and enabling objectives) and field testing the format of the items. The last steps are composing tentative lists of expected entry behaviors, and conducting a thorough external review.

The development phase consists of: first, describing and producing alternate ways to provide instruction, including criteria of replicability, feasibility, and cost; second, selecting segments for inclusion; third, testing sample instructional segments; fourth, stating criteria for the process of selecting learning experiences, including criteria such as (1) the presence of the practice, (2) the presence of appropriate cues, and (3) provisions for knowledge of the results; and last, testing longer sequences on appropriate groups.

The purposes of the field testing phase are accomplished by determining whether procedures are appropriate for use in the instructional situation, collecting the observations of teachers, collecting data concerning behavior or competence change in students, and experimentally comparing alternate ways of presentation.

The fifth phase, revision, is a two step process consisting of organizing all data sources and then, where necessary, revising and field testing. The second step, revision and field testing, is one in which a criterion of cost-effectiveness is used.

The last phase, implementation, is completed by introduction to broad scale classroom use which is followed by summative evaluation.

Borgen et al. concluded the presentation of this model saying that illustrations of this process are readily available, the model is best suited for use by a highly trained, well-coordinated network of product development experts, and a high degree of specificity can be had in the model.

Objectives Model

According to Borgen et al. (1971), the Objectives Model incorporates early works of Tyler.

According to Tyler (1950, pp. 1-2), four basic questions must be answered in order to develop a curriculum. These fundamental questions are:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Tyler related that the first question is answered through studies of the learners and contemporary life, and through suggested objectives from specialists in the subject. The result of the foregoing activities is subjected to a selection process in which: (1) educational and social philosophy are used: and (2) psychology

of learning is used. The remaining characters are then stated in an objective form for facilitating the selection of learning experiences and the guiding of teaching.

According to Tyler's rationale, the first step in selecting learning experiences that are likely to be successful in attaining the developed objectives is to consider the kind of learning experiences that give the student an opportunity to deal with the kind of content the objective implies. The second general principle in selecting learning experiences is that learning experiences should be experiences that provide satisfaction to the student as a result of performing the kinds of behavior the objective implies. The third principle to be used is that desired student reactions involved in the experience considered must be within the capabilities of the student. Fourth in the five listed principles is the principle that there is no necessity to provide a prescribed learning experience or set of learning experiences in the curriculum for the purpose of assuring that desired objectives are achieved because there are a number of learning experiences that are inroads to the attainment of an educational objective. The last principle is one stating that a given learning experience usually causes more than one outcome.

Tyler responded to the third question saying that organization is necessary because the important changes due to experiences are developed relatively slowly over a period of time. Tyler (1950, p. 54) said, "In order for educational experiences to produce a cumulative effect, they must be so organized as to reinforce each other." Thus, organization is viewed as a high priority problem in the development of a curriculum because of its tremendous impact

upon instructional efficiency and upon the amount of net progress made toward educational objectives in the learners. Tyler (1950, p. 55) stated:

> There are three major criteria to be met in building an effectively organized group of learning experiences. These are: continuity, sequence, and integration. Continuity refers to the vertical reiteration of major curriculum elements. . . . it is necessary to see that there is recurring and continuing opportunity for these skills to be practiced and developed. . . .
>
> Sequence is related to continuity but goes beyond it. . . . Sequence as a criterion emphasizes the importance of having each successive experience build upon the preceding one but to go more broadly and deeply into the matters involved. . . . Sequence emphasizes not duplication but rather higher levels of treatment with each successive learning experience.
>
> Integration refers to the horizontal relationship of curriculum experiences. The organization of these experiences should be such that they help the student increasingly to get a unified view and to unify his behavior in relation to the elements dealt with.

Tyler continued saying that these three criteria alone were not enough; the elements of the curriculum that provide threads for organization must be identified, both vertical and horizontal; and that even after this has been done, the organization is not complete until the organizing principles are identified by which these threads are to be woven.

After the author discussed the prevailing methods of planning for the production of an organized curriculum, he responded to the fourth question by emphasizing the need for evaluating to determine progress. Tyler (p. 69) continued saying that since the definition of educational objectives is, in essence, behavioral changes desired in learners, then the process of evaluation is used for the purpose

of "determining the degree to which these changes in behavior are actually taking place." Two aspects conceived by the author are noted to be important, namely that evaluation must be an appraisal of the behavior of the student since the behavioral change is sought through education; and that there must be more than one appraisal in order to detect changes in behavior. Tyler then followed this saying that two appraisals were not enough because beginning and end evaluation give progress but are not sufficient to provide an indication of the permanence of the learning.

Tyler proceeded to present a treatise on evaluation procedures, wherein behavioral objectives are indicated in evaluation and directions for their development and use are given. The author continued, explaining that the scores resulting from an evaluation of multiple behaviors would be a profile of behaviors rather than a single score or descriptive term. These analytical profiles should be comparable from one evaluation to the next so that comparisons and observations of change may be made. Tyler added that hypotheses for changes should be made and checked against the data that are available, then the valid conclusions should be acted upon; the planning of a curriculum is a continuous process, through implication, and the possibility exists that the curriculum and its instructional program can be improved continuously through the years.

Tyler (1950, pp. 80-81) stated:

> Evaluation and curriculum must be closely integrated so that the effect will not be for the curriculum planning to be ignored in order for diverse objectives appraised by evaluation to be given major attention.

> Evaluation procedures also have great importance in the individual guidance of pupils. . . .
>
> Finally, evaluation becomes one of the important ways of providing information about the success of the school to the school's clientele. Ultimately, schools need to be appraised in terms of their effectiveness in attaining important objectives. This means that ultimately evaluation results need to be translated in terms that will be understandable to parents and the public generally. . . . Increasingly, we must expect to use evaluation procedures to determine what changes are actually taking place in students and where we are achieving our curriculum objectives and where we must make still further modifications in order to get an effective educational program.

Summary

The steps in the Systems Model, the phases in the Product Development Model, and the procedures used in the Objectives Model are similar in methodology. The approaches that are used in the three models each require that some method be devised to identify instructional aims, procedures, and evaluation to be used in the curriculum development process. Each model has both strong and weak elements and has been used advantageously in circumstances where its application was appropriate.

An advantage of the Systems Model is the high degree of control it provides to management; however, its weakness lies in its requirements for a high degree of technology and communication in its application. It is a model that must be placed in operation in its entirety. It cannot be used piecemeal or implemented on the installment plan.

An advantage of the Product Development Model is that it systematically provides for the development of a curriculum capable of producing a desired product and is able to provide a

high degree of specificity. Its weakness is that it is best suited for use by a highly trained, well-coordinated network of product development experts.

An advantage of the Objectives Model is its flexibility. Its weakness concerns the decisions that must be made because of this flexibility and the resulting question, "Who is to make these decisions and how?"

Selection, Rationale, and Competence Identification and Evaluation in the Model for Curriculum Development

In the preparation of a curriculum, it is necessary to define the process and procedures to be followed. It is also necessary to provide the rationale upon which selection is based.

Selection of a Curriculum Development Model

The model must be sound, suited, and effective for use in a university setting. The criteria for selection require that the model feasibly produce a curriculum that will successfully prepare professional Extension 4-H Youth Agents for their work.

The curriculum being sought needs to be capable of producing learners who possess the ability to perform competently and who possess the basic concepts and values required to function effectively in the role of an Extension 4-H Youth Agent and solve problems. So, it is necessary to use a curriculum development process that has made provision for ensuring that the resulting curriculum will either cause or allow learners to develop abilities to "do" concurrently with the developing of intellectual abilities that are

necessary for the performance of complex tasks not previously encountered, such as making decisions in complex situations.

A curriculum that leads to the operational and occupational education of learners in the present is believed to be beneficial in helping the learners to adapt to new situations and solve problems that differ from or are added to the original examples learned, through the inculcation of concepts, values, and skills. Thus, the incorporation of a competency based approach in the curriculum development process is warranted and desirable.

According to Schalock and Spady (1976, pp. 1-2), the characteristics that define competency based education are:

1. A set of explicitly stated outcomes desired from instruction, including outcomes that reflect the ability to function effectively in life roles, and the requirement that a minimum set of these outcomes be demonstrated, recorded, and displayed in order to satisfy certification/graduation requirements.
2. A set of explicitly stated means by which the achievement of desired outcomes, and especially those that are required for graduation are to be evaluated and certified, including:
   a. the kind of indicators that are to be accepted as evidence of outcome achievement;
   b. how evidence of outcome achievement is to be obtained;
   c. what is to represent an acceptable level of outcome achievement;
   d. the procedures to be followed in judging performance;
   e. how achievement in relation to desired outcomes is to be recognized and displayed.
3. A set of explicitly stated rules and procedures for the evaluation of learning outcomes that permit students to tailor or personalize learning programs by selecting or shaping:
   a. outcomes to be worked toward; and
   b. related indicators acceptable as evidence of outcome achievement; and

c. related procedures to be used in assessing outcome achievements; and
d. related standards of performance set for outcome achievement; and
e. the time and number of attempts allowed for demonstrating outcome achievement; and
f. the adaptation of all of the above to the learning strengths and weaknesses, styles and preferences of individual students and teachers.

4. The design and operation of instructional programs that:
   a. clearly link content and process to outcomes desired;
   b. clearly provide alternative learning experiences for outcome achievement; and
   c. clearly rely on performance in relation to established standards as a basis for program placement decisions, including program exit and certification decisions.
5. A set of explicitly stated rules and procedures for acquiring learning outcomes that permit students to tailor or personalize learning programs by selecting or shaping:
   a. learning activities to be pursued while working toward outcome achievement; and
   b. learning environments within which to pursue outcome achievement, including choice of learning facilitators; and
   c. the time and number of attempts allowed for acquiring desired outcomes; and
   d. the adaptation of all of the above to the learning strengths and weaknesses, styles and preferences of individual students and teachers.
6. A set of explicitly stated rules and procedures for assuring the continuous adaptation and improvement of ongoing educational programs through the use of:
   a. formative and summative program evaluation data, including data on program costs and data on the appropriateness of outcomes desired;
   b. student performance data; and
   c. staff performance data, including data on the effectiveness of staff development programs.

These six processes are assumed to constitute the defining or essential characteristics of a competency based education program. A program missing any one of these processes should not be judged fully competency based.

Rationale for the Selection of the Competency Based, or Task, Function, and Role Model of Curriculum Development

Brown (1977) compared the task, function, and role, or competency approach of building a curriculum to building a ladder. The writer stated that the approach has advantages that are related to desirable curriculum characteristics. He continued by saying that, the competency approach appears to be capable of providing content that students view as relevant and significant, content that is useful and will be useful in the foreseeable future, and content that provides for or requires the performance of active behavior on the part of the learner.

The content of the curriculum produced by the competency based approach should cause desirable changes in the way learners think, act, and feel.

In view of these desirable curriculum characteristics, which are available in the competency based approach, it seems that the competency approach is appropriate for use in developing a curriculum that will serve as a ladder to competence for the preparation of professional Extension 4-H Youth Agents.

Schalock and Spady (1976, p. 3) stated:

> On the basis of the defining features that have been proposed, four enabling characteristics should accompany a competency based education program for it to function optimally:
>
> 1. The establishment of educational goals and programs on the basis of identified social conditions, both present and anticipated, and what is known about human development and learning.
> 2. The involvement of students, the community and education personnel in establishing the outcomes desired from instruction, and the procedures to be used in evaluating and

certifying the achievement of those outcomes.

3. The use of settings, persons, and resources to achieve desired outcomes through--
   --linking program planning, operation, and budgeting procedures;
   --an information management system that supports data dependent decision making; and
   --the appropriate preparation, placement, and utilization of personnel.
4. The creation of a decision network that identifies for each major category of decision to be made--
   --the structure of mechanism through which the decision is to be made (e.g., an individual teacher or team of teachers, a departmental or grade level committee, a school-wide committee, a school-community council);
   --the persons to be represented in the decision making process;
   --the persons who are to take part in the decision making process;
   --the procedures to be followed in the decision making process; and
   --the data to be considered during the course of the decision making process.

Due to the desirability and presence of the four enabling characteristics and because of the propriety of the curriculum content developed by using the competency based approach to developing curriculum, the task, function, and role or competency based approach is being used in developing a curriculum for the preparation of professional Extension 4-H Youth Agents.

Competence Identification and Evaluation in the Model for Curriculum Development

The aim of instruction is learning. Dewey (1916, p. 119) stated, "An aim implies an orderly and ordered activity, one in which the order consists in the progressive completing of a process." Dewey continued by relating that the activity required to achieve an aim is directed by the aim because of the foresight that is required in the formulation of an aim.

In developing content and instruction, it is necessary to determine the means and hinderances of learning. It is also necessary to sequence both content or activity and means used to facilitate learning. Through the comparison of the predicted outcomes of various instructional schemata, it is possible to select the most desirable.

Taba (1932) said that the criticism which uses functional, methodic, and logical judgemental standards effects the balance of diverging directions and thus provides the logical and philosophical consistency necessary for unity in educational directives. Taba continued to say that it is necessary to think through the meanings and results of the various aims with respect to their relationships to each other, to currently held values, and to the power of liberation that is embodied in the educational experiences directed by the aims. This Taba related to be a functional approach to using educational aims as a basis of evaluation that provides structure and direction to the thoughts and practices of education.

Snygg (1968) stated five important aspects that should be considered in the evaluation of a curriculum. The first of these is that the curriculum has to relate to things and problems that students view as real, accurate, and important if it is to secure the attention, time, and active involvement of students. Second is that provision be made for students to be both encouraged to test their concepts by putting them into action and given opportunities to do so. Snygg continued by saying that if new concepts are to be effective and remembered, it is best that students discover the concepts. The fourth to be considered is the consonance of practices and purposes. The last of the aspects listed by Snygg (p. 27) is that:

> The central purpose of all curricula is the maximization of human resources to help. . . . people to become healthy productive citizens, happy people, wise voters, who take their places in society and do their share of its work.

In view of the presented thoughts of Gagné, Dewey, Taba, Snygg, and others, it is desirable, necessary, and feasible to evaluate both students and curricula by measuring changes effected in student behavior. In the evaluation of both, it is the degree of success or achievement of the aims or objectives of instruction that determines the stature of the students and the curriculum.

The following literature review is offered to provide the reader information concerning the evaluation of performance and achievement, through which competence may be determined.

Popham (1971) relates that the definition of achievement measurement is the assessment of criterion behavior or terminal behavior; achievement measurement requires determining the characteristics of learner performance with reference to specified standards; achievement measurement is not the same thing as aptitude measurement; and "Criterion-Referenced Measures" depend on absolute standards of quality, whereas "Norm-Referenced Measures" depend on relative standards.

Concerning Criterion-Referenced Measures, the author continued saying that a concept of achievement measurement connotes a knowledge acquisition continuum ranging from no proficiency to perfect performance, and that individual performance will place the individual on the continuum; by writing criteria at desired levels one can identify and define the tasks that must be performed before the individual achieves a certain knowledge level; and the Criterion-

Referenced Measure provides specific information concerning what the learner can or cannot accomplish. Therefore, student achievement measures which are scored using a criterion standard give information about the degree of competence attained by individual learners independent of others tested.

Popham relates four uses of Achievement Measures. Achievement Measures can be used to evaluate the individual; they can be used to evaluate the instruction and instructional methods; tests must be constructed with the purpose in mind; and pretesting (diagnostic testing) of some sort is indicated so that the interim between entry and terminal behavior can be fully covered (with the right instructional treatments).

Glasser (1971, p. 41) stated:

> A Criterion-Referenced test is one that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards.

Criterion-Referenced tests are constructed specifically to add support to generalizations made about the performance of an individual with reference to a defined domain of tasks. Glasser listed five indicators to be used to determine whether a test is Norm-Referenced or Criterion-Referenced; determine the purpose of the test; determine how it was constructed; evaluate the specificity of information given concerning the domain of tasks that are instructionally relevant; determine to what extent the test performance data are generalizable to the tested domain; and determine how test results will be used. An evaluation of these five factors is necessary to distinguish the two types of tests. They cannot necessarily be distinguished by simply looking at them.

Glasser (1971, p. 45) said:

> The task domain measured by Criterion-Referenced tests must be defined in terms of observable behavior [with the test being] a representative sample of the performance domain from which competence is inferred.

It is implied that there must be an analysis of the structure of tasks which are described in terms of criteria of performance.

> This means that within a particular instructional context a test constructor is seldom free to choose at will the type of task he is to include in his test . . . also . . . a scoring system must be devised that will preserve information about which tasks an individual can perform. (Glasser, 1971, p. 45)

Glasser continued saying that a score of 95 in French does not tell you anything specifically about the student's ability to speak French. Criterion-Referenced tests have to be such that it is possible to generalize to the domains that the task items represent.

Criterion-Referenced testing is indicated when it is necessary to know the competencies an individual has before instruction begins.

Bloom, Engelhart, Furst, Hill, and Krathwohl (1956, p. 2) expressed intentions that:

> Curriculum builders should find the taxonomy helps them to specify objectives so that it becomes easier to plan learning experiences and prepare evaluation devices.

Gronlund (1970, p. 19) stated that:

> It should be noted that the categories for classifying objectives in each domain of the taxonomy are arranged in hierarchical order, from the simplest behavioral outcomes to the most complex. For example, the cognitive domain starts with simple knowledge outcomes and then proceeds through the increasingly complex levels of comprehension, application, analysis, synthesis, and evaluation. Each category is assumed to include the behavior at the lower levels. Thus comprehension includes the behavior at the knowledge level, application includes that at both

> the knowledge and comprehension levels, and so on. The affective domain follows a similar hierarchical pattern.

Bloom, et al. (1956, p. 13) stated:

> The emphasis in the Handbook is on obtaining evidence on the extent to which desired and intended behaviors have been learned by the student. It is outside the scope of the task we set ourselves to properly treat the matter of determining the appropriate value to be placed on the different degrees of achievement of the objectives of instruction.

Gronlund (1970, pp. 29-30) expressed five questions for consideration in selecting objectives that are consistent with the work of Tyler (1950):

1. Do the Objectives Indicate Learning Outcomes That Are Appropriate to the Instructional Area?
2. Do the Objectives Represent All Logical Learning Outcomes of the Instructional Area?
3. Are the Objectives Attainable by These Particular Students?
4. Are the Objectives in Harmony with the Philosophy of the School in Which the Instruction is to Be Given?
5. Are the Objectives in Harmony with Basic Principles of Learning?

McAshan (1970, pp. 4-5) presented the following rationale for writing behavioral objectives:

> Quality education refers to the effectiveness of any educational program in meeting its own specifically defined objectives. . . .
>
> The primary reasons for the current emphasis upon writing behavioral objectives are to: (1) aid in curriculum planning, (2) promote increased pupil achievement, and (3) improve the techniques and skills of program evaluation. . . . With reference to the statement of objectives, those that are intended to bring about changes in learner behaviors can be referred to as behavioral objectives; whereas, those performance objectives that are non-learner-oriented may be called specific noninstructional objectives.
>
> Instructional program development and research usually begins with a specified need or an observable problem. . . . Course content and sequence, along

> with subject area skill continuums, may be the basis for determining the needs. In any event, it is from these needs and problems that behavioral objectives are defined and form the basis for the major portion of all evaluation.

Garvin (1971, p. 55) stated that "the objective of instruction is to cause a change in some modifiable trait within the individual instructed." Garvin added that the instructional objective specifies the outcome in terms of the resulting modification of the trait(s) concerned. Garvin related that where meaningful criteria can be applied, Criterion-Referenced Measures are indicated and that, conversely, where no useful criterion applies, Criterion-Referenced Measures are not needed. The author stated that measurement is not the end product since the justification for measurement is that something is going to be done about the degree of attainment of instructional objectives, and that the purpose of testing is to facilitate informed decisions concerning the instructional process by those who conduct it.

Mager (1973) wrote that it is necessary that test items match the objectives for which they are used. Mager provided a check list, for matching objectives with test items, which is designed so that an improper test item or objective may be identified, clarified, and revised or rejected based upon the criteria incorporated in the check list. Mager provided a flow chart that incorporates the check list. An eighteen point explanation by Mager (1973, p. 55) specifies and explains the process represented in the check list and flow chart. The points are:

1. What is the performance stated in the objective?
2. If there isn't any, repair or discard the objective.
3. Is the performance a main intent or an indicator?

4. If you can't tell, revise or discard the objective.
5. If it is an indicator, can you tell what the main intent is?
6. If you can't, revise or discard the objective.
7. If you can, test the indicator against the main intent.
8. If the performance is a main intent, is it overt or covert?
9. If covert, add an indicator.
10. Test the indicator for simplicity.
11. If needed, revise or reject.
12. If the performance is overt, does the item performance match?
13. If not, revise or reject item or objective.
14. If performance is an indicator, does the item performance match?
15. If not, revise or reject item.
16. Do the conditions described in the item match those of the objective?
17. If not, revise item.
18. If so, item is potentially useful for testing whether the objective has been achieved.

Summary

From the review of the literature concerning the evaluation of learning outcomes in terms of behavioral change, it is critical that the test item be specifically designed so that it provides evidence that the desired behavioral change and performance has occurred. This evidence is then useful for evaluating the curriculum and in determining the competence stature of learners.

CHAPTER III

METHODOLOGY

In the developmental stage of this thesis, it was determined that an instrument would have to be designed and developed for the purpose of gathering the necessary data. The instrument would be triumvirate in design so that it would collect data concerning three factors related to the respective competency statements. The three factors are course content, a suggested specific test item, and performance criteria. The development and use of an instrument was indicated because of the nature of the information sought and the work loads of the specialists being surveyed, both of which eliminated other methods of data collection. These specialists are persons who have extensive experience in Extension, have academic responsibilities, and are highly qualified in the respective categories of administration, staffing, and evaluation for which their responses were to be sought.

The first step in developing the instrument after its design was proposed consisted of writing performance objectives for each of the competency statements. The performance objectives were written to provide macro-views of the performances associated with the various competency statements, since the data being sought would be specific and within the range of possible performances that could be required by the respondents.

After having written the performance objectives it was determined that the best response arrangement would be to ask first for the

course content that should be taught to provide competence development for the competency. Then respondents were asked to produce a specific test item that would be the minimum test to provide acceptable evidence that the learner had developed skill in that competency.

The specific test item was followed by a request for performance criteria which would indicate the acceptable levels of performance that the specialists considered necessary as proof that individuals had adequately mastered the skills to have been developed through instruction. After the specialists had been identified, the competency statements and performance objectives were divided and distributed by category. Thus, there were three instruments in this study which differed only in respect to the categories. The instruments dealt respectively with administration, staffing, and evaluation. (See Appendices B, C, and D.)

Pilot Testing

After the drafts of the instruments were assembled, they were administered to selected faculty members in the Agricultural and Extension Education Department. The instruments were hand delivered with a verbal explanatory request for completion. This pilot test confirmed that a clear explanation was necessary. The project staff recognized the importance of the explanation, but failed to recognize the necessity of writing the explanation in the form of an introduction, instructions, and an example. After having delivered the instruments to the specialists, this necessity was realized. The introduction, instructions, and example were prepared by the research-

er along with a letter Appendix E) and hand delivered to the specialists being surveyed on October 18, 1976.

Sample Selection

Prior to the development of the instrument, it was determined that experts in the field of Extension should be selected to provide inputs in the curriculum development process. The selection of the experts required identifying persons who had extensive backgrounds in Extension, had academic responsibilities, and were highly qualified in the categories to which they would be asked to respond. Persons considered were personnel in the Mississippi Cooperative Extension Service functioning primarily in areas corresponding to the categories of Administration, Staffing, and Evaluation.

The Staff Development and Training Leader and the State 4-H Officer for Youth Development were selected to complete the Administration category.

A member of the State 4-H Staff who also had Staff Development and Training responsibilities was selected to complete the Staffing category.

The Evaluation category was submitted to a State Specialist in the Community Resource Development Division, who teaches a graduate course entitled "The Evaluation of Agricultural and Extension Education Programs."

Data Collection

Instruments were hand delivered to the specialists during the week beginning September 19, 1976. Initially it seemed that the instrument could be effectively administered through hand delivery

and an oral explanatory request for completion. However, it was soon recognized that this was inadequate. It became evident to the researcher that terminology was causing difficulty in the completion of the instruments. Therefore, it was determined that personal visits with the experts would be necessary to achieve understanding. Beginning in early October, the researcher scheduled appointments and visited with the experts to clarify terminology and emphasize the significance of the study.

A tentative completion deadline was set as November 1, 1976. The instruments were retrieved by the researcher upon notification of completion by the respondents. Data collection was completed on November 4, 1976. The experts were very cooperative and expressed considerable interest in this study by saying that its implications show promise of being valuable in their work.

After data collection had been completed, a letter expressing appreciation was written to each expert who participated in this phase of the study.

Data Analysis

The responses were to be analyzed by subjecting each of the competency statements, performance objectives, and criterion-referenced measures to Bloom's taxonomic classification of behavior in the cognitive domain.

Upon initiation of analysis, the researcher noted that most of the responses possessed an ambivalent nature. This ambivalency stemmed from the fact that there is both a stated or "face value," and an implicit or an inherent internal component in all of the

competency statements and performance objectives; therefore, many of the criterion-referenced measure responses reflected this nature also.

In the analysis, the research first dealt with the verbs which stated the performance behaviors required. The classification of these behaviors resulted in what were referred to as stated level classifications. The responses were then further dealt with because of modifier phrases that indicated that additional behavioral components were involved in the performance of the behaviors identified by the verbs. This second phase in the analysis consisted of evaluating the modifier phrases (a simplified form of task analysis) and then classifying the behaviors entailed, thus arriving at what was called implicit level classifications because they resulted from identifying implicitly inherent behaviors. In a number of competencies, disagreement was found between the stated levels and the implicit level.

It was obvious that the classification could not be successfully used until an appropriate level was assigned. The assignment of an appropriate level required that the level be assigned that was most harmonious when compared with both the intended context of the competency statement and the definition of the level in Bloom's Taxonomy. By attending the harmony in this manner, the integrity of the competencies was best maintained and, thus, in the process the least violence is done to the items being classified.

It was seen that the course content identified was useful in the resolution of this problem. Course content, where possible and applicable, could be used as an input in the determination of the level of the behavior required by the test item to assist in

discrimination among the levels of the hierarchy. It was deemed necessary that this be done to reduce the level of extrapolatory interpretation and judgement required of the researcher in accomplishing the classifications.

After the classifications were completed, the respective levels were tabulated for Competencies, Performance Objectives, and Criterion-Referenced Measures. These tabulated data were analyzed by comparison to determine the congruency of the response classification level and the respective survey item which elicited the response.

It was determined that a screen would be necessary for further analysis of the data. The screen used is described below.

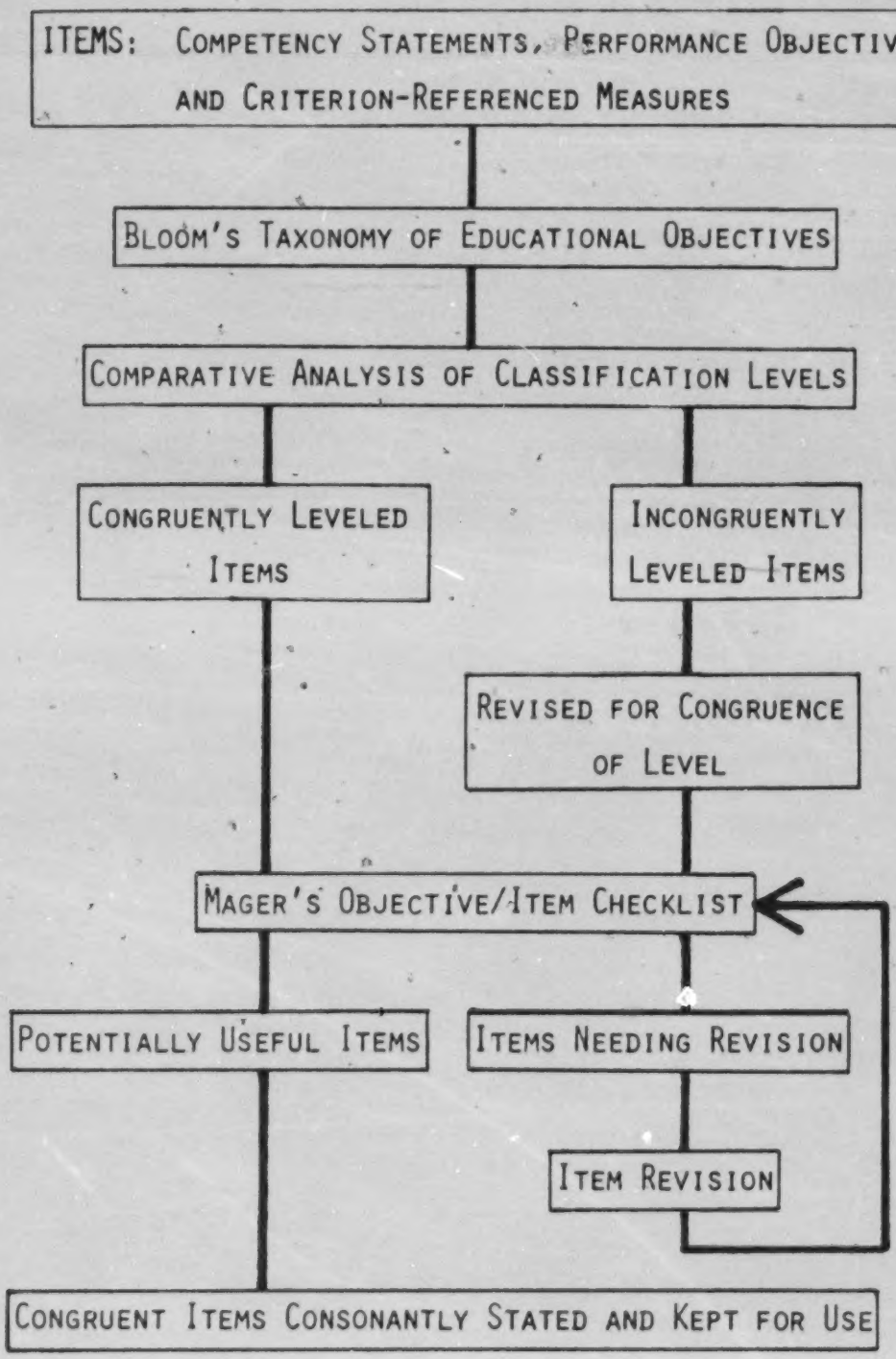
Criterion-Referenced Measure responses, Specific Test Items, and Criteria were screened by using Mager's Objective/Item Checklist (1973) to identify potentially useful items. Those Specific Test Items that failed to meet the criteria of the checklist were noted to need revision and were laid aside to be dealt with later.

The methodology was developed through a highly integrated process consisting of five steps: analysis, planning, execution, evaluation, and revision. In the first step, the objectives were ascertained and problems to be solved were clarified. The planning step consisted of developing a method of solving the problems to achieve the objectives identified in step one. The third step, execution, was the implementation of the developed plan or methodology. The fourth step, evaluation, consisted of reviewing steps one, two, and three, along with the data, to obtain the necessary feedback for revision where indicated in the evaluation step. The fifth and final step in

developing the methodolgy was revision based on the feedback provided by the evaluation step.

The stages of the process were evaluated frequently in staff conferences and during the implementation of the procedures. Decisions were made based on the advice of the advisory committee, the review of literature, and the Project Director, staff members, and other members of the project staff. All persons involved in the Curriculum Development Project at Mississippi State University have contributed to the planning, development, and follow through of this study, either directly or indirectly.

DATA ANALYSIS SUMMARY FLOW CHART


START
ITEMS: COMPETENCY STATEMENTS, PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED MEASURES
BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES
COMPARATIVE ANALYSIS OF CLASSIFICATION LEVELS
CONGRUENTLY LEVELED ITEMS
INCONGRUENTLY LEVELED ITEMS
REVISED FOR CONGRUENCE OF LEVEL
MAGER'S OBJECTIVE/ITEM CHECKLIST
POTENTIALLY USEFUL ITEMS
ITEMS NEEDING REVISION
ITEM REVISION
CONGRUENT ITEMS CONSONANTLY STATED AND KEPT FOR USE

CHAPTER IV

PRESENTATION OF DATA

The purpose of this chapter is to report the findings of this study through the presentation and explanation of data collected. The first section of this chapter has three categorical divisions which are Administration, Staffing, and Evaluation.. In the second section of this chapter the findings of the screening employed in the further analysis of the data are presented and explained.

Administration

The category of Administration consisted of 14 competencies. (See Appendix A.) After the behavioral levels for Competency Statements, Performance Objectives and Criterion Referenced Measures were scaled, the levels were tabulated for comparison. See Table 1.

Ten (71.4%) of the fourteen Competency Statements and their Performance Objectives were behaviorally leveled at 3.0, application; one (7.1%) was leveled at 5.0, synthesis; and three (21.4%) were leveled at 6.0, evaluation.

Seven (50%) of the Criterion-Referenced Measures (CRM's) were found to be written at the level of 2.0, comprehension. Six (42.8%) were written at a level of 3.0 and the remaining one (7.1%) was written at 6.0.

Table 1: Classification Levels of Competency Statements, Performance Objectives, and Criterion-Referenced Measures in the Administration Category

Competency Number	Classification Levels from Bloom's Taxonomy*		
	Competency Statement	Performance Objective	Criterion-Referenced Measures
A. 1	3	3	2
A. 2	3	3	2
A. 3	3	3	2
A. 4	3	3	2
A. 5	5	5	3
A. 6	3	3	3
A. 7	3	3	3
A. 8	3	3	3
A. 9	6	6	2
A. 10	3	3	3
A. 11	6	6	6
A. 12	3	3	3
A. 13	3	3	2
A. 14	6	6	2

*Classification levels are as follows: 1 = knowledge; 2 = comprehension; 3 = application; 4 = analysis; 5 = synthesis; and 6 = evaluation.

Presentation of Administrative Competencies and Explanation of Findings

Competency A. 1, explain relevant laws governing the Cooperative Extension Service, and its Performance Objective were leveled behaviorally at the 3.0 level, application. The justification of this leveling is that the performance of explaining can be accomplished by recalling and applying procedures, principles, or methods of making explanations and then correctly applying that which was recalled to the specific situation at hand, in order to express the pertinent facts.

The CRM has been leveled at the 2.0 level, comprehension, because no techniques, procedures, principles, or methods were indicated to be taught in the course content responses. The researcher determined that the least violence is done this Specific Test Item in classifying it 2.0 because the performance is most aptly identified as an understanding of the factual matter shown by writing the facts in a test situation. This behavior is not application because it is the reproduction of known or understood facts, rather than the correct use of unspecified but recalled principles, techniques, procedures, or methods in new situations by the learner, which is required in order for the item to be classified at the 3.0 level.

The minimum acceptable criterion level performance indicated by the 2.0 classification is a performance that provides evidence of satisfactory comprehension by the learner. This CRM is noted to be at a lower level than the Competency Statement and the Performance Objective.

Competencies A. 2, explain policies which are specific to your areas of responsibility; A, 3, explain the organizational structure of the Cooperative Extension Service; and A. 4, achieve workable relationships with fellow workers, and their Performance Objectives have been classified at 3.0, application, the same level as A. 1 above. Their respective CRM responses were also classified at 2.0, comprehension.

The logic of justifying these classifications is the same as for A. 1.

Competency A. 5, organize committees for use in the 4-H program, and its Performance Objective have been classified at the 5.0 level, synthesis. The organization of committees for use in the 4-H program requires the learner to recall and follow an appropriate procedure or method for organizing committees. The CRM has been leveled at the application level, 3.0, because the Specific Test Item requires the application of knowledge of the ways and means of organizing various committees to determine which method of organization should be used for organizing each of the committees identified.

Competencies A. 6, complete the necessary paperwork for the operation of the 4-H program, and A. 7, handle correspondence, and their Performance Objectives are leveled at 3.0, application, because both behaviors require the selection and application of a methodology as well as the application of comprehension in responding. The respective CRM's have also been classified as level 3.0 behaviors for the same reason.

Competency A. 8, use the county filing system, has been leveled at 3.0, application, because correct use is expected in an appropriate

situation wherein no method of solution is required. The CRM is leveled at 3.0, also, because it requires correct use in an appropriate situation, without specifying a method of solution.

Competency A. 9, manage facilities used for 4-H activities, and its Performance Objective have been classified at 6.0, evaluation, because management encompasses high level mental activities, such as deciding which facility is best for a given activity. Facilities must be chosen on the basis of the criteria dictated by the activity.

The CRM is a test for knowledge and comprehension and is, therefore, classified 2.0, comprehension.

Competency A. 10, supervise office secretaries, and its Performance Objective were classified at the application level, 3.0. Since the County Leader is usually responsible for the secretaries, supervision here is interpreted as application of principles in the absence of specified modes of solution. The CRM has been classified at 3.0 because it requires the application of principles of supervision.

Competency A. 11, handle complaints concerning the 4-H program, and its Performance Objective have been classified at the 6.0, or evaluation, level. It is recognized that some complaints can be handled in a routine manner at the application level; however, complaints may also be of a highly sensitive nature, requiring use of acceptable solutions from which the best solution is chosen.

The CRM requires a tactful written answer to a letter complaining about some aspect of the 4-H program. The letter must be interpreted, the complaint analyzed and evaluated, and then response

composed, evaluated, and sent. Since the learner must exercise judgement in the reply, the CRM has been leveled at 6.0, evaluation.

Competency A. 12, secure financial resources, and its Performance Objective have been classified at the 3.0 level, application, because policies and procedures are delineated for application.

The Specific Test Item and Performance Criteria require application of an appropriate money raising method and Extension policies and rules. The CRM was accordingly leveled at 3.0.

Competency A. 13, secure program resources, and its Performance Objective have been leveled at 3.0, application. The justification is the same as for A. 12 above.

The CRM, however, was found to be written at a lower level, 2.0, comprehension. The Specific Test Item and its Performance Criteria indicate that knowledge and comprehension, rather than application are being tested.

Competency A. 14, manage resources needed to run the 4-H program, and its Performance Objective are classified at 6.0, evaluation, because analysis and evaluation are increasingly necessary in the allocation of program resources.

This CRM was found to test knowledge and comprehension of program resources and methods of securing them and has accordingly been leveled at 2.0, comprehension.

Summary

The respective Competency Statement and Performance Objective figures are the same in all cases in the Administration category. Seven of the CRM's were written at a level of 2.0 indicating that the

minimum acceptable criterion level of performance required evidence of satisfactory comprehension. Six of the CRM's were written at a level of 3.0 indicating that the minimum acceptable criterion level of performance required evidence of satisfactory application. The remaining CRM was written at a level of 6.0 indicating that the minimum acceptable level of performance required evidence of satisfactory evaluation. The comparison of the classification levels tabulated in Table 1 reveals that there are discrepancies between the classification levels of the Competency Statements and Performance Objectives and their respective CRM responses.

Staffing

The category of Staffing consists of 18 competencies. (See Appendix A.) After scaling behavioral levels for the Competency Statements, Performance Objectives, and CRM's, the levels were tabulated for comparison. Table 2 shows the tabulated results.

The 18 Competency Statements and Performance Objectives in this category were all found to be written at the 3.0 level, application. Six (33.3%) of the CRM's were found to be written at the 2.0 level, comprehension. Twelve (66.7%) were written at the 3.0 level, application.

Table 2: Classification Levels of Competency Statements, Performance Objectives, and Criterion-Referenced Measures in the Staffing Category

Competency Number	Classification Levels from Bloom's Taxonomy*		
	Competency Statement	Performance Objective	Criterion-Referenced Measures
C. 27	3	3	3
C. 28	3	3	3
C. 29	3	3	3
C. 30	3	3	2
C. 31	3	3	2
C. 32	3	3	2
C. 33	3	3	3
C. 34	3	3	3
C. 35	3	3	3
C. 36	3	3	2
C. 37	3	3	3
C. 38	3	3	3
C. 39	3	3	3
C. 40	3	3	3
C. 41	3	3	3
C. 42	3	3	3
C. 43	3	3	2
C. 44	3	3	2

*Classification levels are as follows: 1 = knowledge; 2 = comprehension; 3 = application; 4 = analysis; 5 = synthesis; and 6 = evaluation.

Presentation of Staffing Competencies and Explanation of Findings

Competency C. 27, recruit volunteer 4-H staff to meet the need of the 4-H program, and its Performance Objective are classified at the application level, 3.0, as are Competencies C. 28 through C. 44 and their Performance Objectives. These competencies listed below and their Performance Objectives are interpreted as knowing and using the proper steps, techniques, procedures, programs, principles, methods, and roles employed in performing the various behaviors.

C. 27 Recruit volunteer 4-H staff to meet the needs of the 4-H program.

C. 28 Teach volunteer 4-H staff so they may help meet the needs of the 4-H program.

C. 29 Involve experienced volunteer 4-H staff members in teaching other volunteer 4-H staff.

C. 30 Help staff members understand their job responsibilities.

C. 31 Assist volunteer 4-H staff members in planning their work.

C. 32 Assist volunteer 4-H staff members in implementing their plan of activities.

C. 33 Maintain a working relationship among volunteer 4-H staff.

C. 34 Assist volunteer 4-H staff in recruiting 4-H members.

C. 35 Recognize volunteer 4-H staff members' accomplishments.

C. 36 Assist 4-H staff in understanding the different types of leadership roles in 4-H.

C. 37 Assist a new agent in becoming acquainted with the county.

C. 38 Teach 4-H paraprofessionals so they may help meet the needs of the 4-H program.

C. 39 Involve 4-H paraprofessionals in the leader training process.

C. 40 Assist 4-H paraprofessionals in planning their work.

C. 41 Assist 4-H paraprofessionals in implementing their plan of activities.

C. 42 Maintain a working relationship between volunteer 4-H staff and 4-H paraprofessionals.

C. 43 Assist 4-H paraprofessionals in recruiting 4-H members.

C. 44 Assist 4-H paraprofessionals in recruiting volunteer 4-H leaders.

Therefore, they are most appropriately classified as application, 3.0.

The Criterion-Referenced Measures were found to be written at the 2.0 and 3.0 levels, comprehension and application. Those identified as having been written at the comprehension level, C. 31, C. 32, C. 36, C. 43, and C. 44, require the communication, rather than the application, of knowledge and comprehension. For this reason they were classified as comprehension, 2.0. The remaining CRM's required that knowledge and comprehension be put to use or applied. Therefore, they were most aptly classified as application, 3.0.

Summary

The 18 Competency Statements and Performance Objectives were found to be written at the 3.0 level, application. Six of the CRM's were written at a level of 2.0 indicating that the minimum acceptable level of performance required evidence of satisfactory comprehension. Twelve were found to be written at the 3.0 level indicating that the minimum acceptable level of performance required evidence of satisfactory application.

It is noted that the comparison of classification levels reveals that there is a general agreement between the Competency

Statements and Performance Objectives and their respective CRM responses.

Evaluation

The Evaluation category consists of eight competencies. (See Appendix A.) After scaling the behavioral levels of the eight Competency Statements, Performance Objectives, and CRM's, the classification levels were tabulated for comparison. The scaled levels are presented here in Table 3.

Table 3: Classification Levels of Competency Statements, Performance Objectives, and Criterion-Referenced Measures in the Evaluation Category

	Classification Levels from Bloom's Taxonomy*		
Competency Number	Competency Statement	Performance Objective	Criterion-Referenced Measures
G. 68	3	3	2
G. 69	3	3	3
G. 70	4	4	2
G. 71	6	6	2
G. 72	6	6	2
G. 73	6	6	2
G. 74	6	6	2
G. 75	6	6	3

*Classification levels are as follows: 1 = knowledge; 2 = comprehension; 3 = application; 4 = analysis; 5 = synthesis; and 6 = evaluation.

Two (25.0%) of the eight Competency Statements and their Performance Objectives were found to be written at the 3.0 level, application. One (12.5%) was written at the 4.0 level, analysis; and the remaining five (62.5%) were determined to have been written at the 6.0 level, evaluation.

Six (75.0%) of the eight CRM responses were found to be written at the 2.0 level, comprehension. The other two (25.0%) were written at the 3.0 level, application.

Presentation of Evaluation Competencies and Explanation of Findings

Competency Statements G. 68, conduct local program assessment, and G. 69, conduct surveys relevant to 4-H program development, and their Performance Objectives have been interpreted as procedural activities that can be successfully accomplished through the correct use of methods and procedures and without formal analysis, synthesis, or evaluation. For this reason, they have been classified as 3.0, application.

The CRM for G. 68 is found to be written primarily as a test of knowledge but less violence is done by classifying it 2.0, comprehension.

The CRM for G. 69 requires identification of correct procedures for application in a specified situation where a survey is necessary and is, thus, properly classified at 3.0, application.

Item G. 68, then, is not congruently leveled, but G. 69 is.

Competency Statement G. 70, analyze local program trends in 4-H, and its Performance Objective require analysis which is the 4.0 level. The CRM is directed toward measurement of understanding the

use of trends rather than the application of methods of analysis techniques. Therefore, it is classified as comprehension, 2.0.

Competency Statement G. 71, evaluate the progress of 4-H members, and its Performance Objective are found to be written at the 6.0, or evaluation level. The classification of the CRM resulted in it being leveled at 2.0, comprehension, because it asks for the communication of an appropriate procedure rather than the correct use of the procedure.

Competency Statement G. 72, evaluate the performance of volunteer 4-H staff, and its Performance Objective have been determined to be written at the 6.0 level, requiring value to be placed on the performance of the volunteer 4-H staff. The CRM is found to be incongruently leveled, being classified at 2.0, comprehension, because it requires a listing of elements to be used in the evaluation of volunteer leaders' performance.

Competency Statement G. 73, evaluate one's own performance, and G. 74, evaluate the impact of Extension 4-H activities and their Performance Objectives require that judgements be made concerning value, effectiveness, and impact of activities; therefore, they are classified 6.0, evaluation. The CRM's for the Competency Statements require communications that express evidence of comprehension, and therefore have been classified at the 2.0 level, comprehension.

Competency Statement G. 75, evaluate the performance of paid staff, and its Performance Objective also require judgements and value assignments concerning the performance of paid staff. For this reason they are classified as 6.0, evaluation, in the hierarchy.

The CRM has been found to be written at the application level, 3.0, requiring both the comprehension and application of an unspecified method of developing a paid staff evaluation checklist and then expressing a description of its use.

Summary

Six of the CRM's were written at the 2.0 level indicating that the minimum acceptable level of performance required evidence of satisfactory comprehension. Two Criterion-Referenced Measures were written at the 3.0 level indicating that the minimum acceptable level of performance required evidence of satisfactory application.

It is noted that the comparison of classification levels reveals discrepancies between seven Competency Statements and Performance Objectives and their respective CRM responses.

Findings Using Mager's Objective/Item Checklist

The purpose of this section is to present the results of screening the Performance Objectives and Specific Test Items with Mager's Objective/Item Checklist (1973). The divisions of this section are Administration, Staffing, and Evaluation. The instruments and responses are presented in Appendices B, C, and D. The Competencies and their responses will be referred to by their respective competency numbers.

Mager's Objective/Item Checklist is used for determining whether the Performance Objectives match the Criterion-Referenced Measures or Criterion-Referenced test items. The Objective/Item Checklist requires six major questions to be answered in determining whether the objectives and items match. The first of these questions

is "What performance is stated in the objective?" After having identified the performance, the second question must be answered which is "What is the performance?" Is it a main intent or an indicator? If it is impossible to tell whether it is a main intent or an indicator, the objective should be clarified. If it is an indicator, the question must be asked "Is the main intent clear?" If the main intent is not clear, again, the performance objective should be clarified. If the main intent is clear, then the indicator should be tested and revised if necessary. If the performance is a main intent, it has to be classified as either overt or covert. If it is covert, then an indicator must be added, tested, and revised, if necessary. After determining that there is an appropriate overt performance, then it is necessary to ask the third question "What is the overt performance that the objective asks for?" The fourth question is "What performance is asked for by the item?" Then, after having identified the overt performance of the objective and the performance of the item, the fifth question requires comparison to determine whether the performances match. If they do not, the item must be revised or rejected. If they do match, then the sixth question follows. "Do the objective and item conditions match?" If they do not, again, the CRM should be either revised or rejected. If they do match, then the item is potentially useful for testing whether the objective has been achieved.

In the Performance Objectives there are some givens. The givens are consistent throughout the study. It is of a nature that the learner will assume that he/she is an Extension 4-H Youth Agent in a situation, whether it is simulated or actual, on the job,

wherein it is necessary to perform. The conditions throughout this study are considered as being given because the instructor is expected to know the conditions in the field and is expected to simulate these conditions as much as feasible in the testing situation.

All Performance Objectives written at the application level are main intents. Those written above the application level are considered to be main intents, also, but are covert performances. However, their performance is inferred by the requirements of the situation in which the performance takes place. As a result of the requirements of the situation, all high level mental functions require some physical response.

Administration

Administration Competency A. 1 is explain the relevant laws governing the Cooperative Extension Service. The performance in the first competency is an overt main intent, to explain the relevant laws governing the Cooperative Extension Service. This explanation requires that the individual recall and express, either written or verbally, the relevant laws governing the Cooperative Extension Service and make an explanation of those laws. The test item requires that the individual recall and write the laws and the explanation of those laws. This is equivalent to the main intent and the performances match.

Competency A. 2 is explain the policies which are specific to your areas of responsibility. In the Performance Objective, the behavior stated is to explain policies. This is the main intent and

is overt. Policies can be explained by recalling and expressing, either verbally or written, the facts that exist. The test item requires that the learner tell the requirements for membership. This requires recalling, expressing, or explaining a particular policy. This performance matches, therefore, this item is considered to be potentially useful.

Competency A. 3 is explain the organizational structure of the Cooperative Extension Service. In the Performance Objective, the behavior required of the learner is to explain, which is to recall and communicate, verbally or otherwise, the structure of the Cooperative Extension Service. This is the main intent and in the test item the individual is asked to recall and express the structure of the Cooperative Extension Service by drawing an organizational chart. This performance matches explanation of organizational structure. Therefore, this item is considered to be potentially useful in testing.

Competency A. 4 is achieve workable relationships with fellow workers. In the Performance Objective, the behavior required is to achieve workable ralationships with fellow workers. The main intent is to recall and apply principles that apply to achieving good relationships when working with others. This is an overt main intent. The performance in the test item requires that the individual will recall and express orally (or written) the principles that contribute to a good working relationship with others. The communication of a comprehension is not equivalent to application of principles. This performance does not match the main intent. So, this item has been identified as one that needs to be revised.

Competency A. 5 is organize committees for use in the 4-H program. In the Performance Objective, the performance required is to organize committees for use in the 4-H program and this means to select members, to get them together and to organize them. This is the main intent. However, the Specific Test Item requires that the learner identify or tell what kinds of committees could be helpful and then to tell how they can best be organized. This is an explanation or description which is not the same as the main intent. There is no match here between the performance required by the objective and the performance required of the test item. Specific Test Item A. 5 needs to be revised so that it can be useful.

Competency A. 6 is complete the necessary paperwork for the operation of the program. The Performance Objective in Competency A. 6 requires the completion of paperwork, essentially, filling out forms and attending to paperwork. The Specific Test Item requires that the individual correctly enter data into a form, which is filling out forms. These both are overt main intents and the performances match. Therefore, Competency A. 6 is identified as potentially useful.

Competency A. 7 is handle correspondence. Handle correspondence is the main intent, meaning do something appropriate with correspondence. It is overt and there are several ways that correspondence can be handled. It can be assigned to other individuals or it can be attended to personally. The Specific Test Item requires the individual to respond to a letter requesting information by preparing an appropriate answering letter. It is possible that the preparation of this letter might be assigned to another individual. These are

matching performances, given the procedures of handling correspondence, so this item is potentially useful.

Competency A. 8 is use the county filing system. In the Performance Objective, the performance is to use the county filing system. This is a main intent, it is overt, and the Specific Test Item requires the use of the county filing system to locate and file items in that filing system. These behaviors match and the item is potentially useful for testing.

Competency A. 9 is manage facilities used for 4-H activities. The main intent in the Performance Objective is to manage facilities. The management of facilities is a complex performance which involves the listing of facilities, making arrangements for the facilities, the size of the facilities, who to contact, and items of this nature. However, the Specific Test Item requires that the individual list information that would be secured in order to determine a building's availability. This is not a management function but a listing of things that are recognized as important in management, which is recalling and writing management behaviors rather than actually performing the behaviors. Since the information is not actually secured, this item must be revised in order to be potentially useful in testing.

Competency A. 10 is supervise office secretaries. This is the main intent--to supervise or direct the activities of office secretaries--and is stated in the Performance Objective. The Specific Test Item is a description of how to do this rather than actually doing it; therefore, the performances do not match and this test item should be revised.

Competency A. 11 is handle complaints concerning the 4-H program. The overt main intent in handling complaints is to handle those complaints that concern the 4-H program, or to dislodge complaints. It could be handled by telephone, letter, or in person. The main intent in the Specific Test Item is to write a letter responding to a complaint. This is one of the manners in which an individual may handle a complaint personally, and thereby achieve the performance stated in the objective. This performance matches the performance in the Performance Objective and the item is potentially useful.

Competency A. 12 is secure financial resources. In the Performance Objective, the performance required is that the learner secure financial resources. This is the main intent and it is an overt activity. The Specific Test Item asks the individual to tell how or to explain how he/she would go about securing money. This is not the same behavior as securing financial resources. It is telling how rather than doing. The performances do not match. This test item needs to be revised.

Competency A. 13 is securing program resources. This Performance Objective requires that the individual secure 4-H program resources. The overt main intent is the acquisition of program resources for use in the program. This Specific Test Item requires that the individual outline or tell how to go about securing program resources. Therefore, this item must be revised before it can be useful in a testing situation.

The last of the competencies in the Administration category is A. 14, manage resources needed to run the 4-H program. The

Performance Objective requires that the individual manage program resources. This is a management function and is based on management procedures. It is an overt activity and is a main intent. The Specific Test Item, however, asks or requires that the learner outline or list the resources which the learner will expect to manage and then to outline his/her role in the management of these resources. There is a difference between outlining and performing the role. Therefore, the performances do not match and this test item must be revised.

Summary. Seven of the CRM responses in the Administration category are found to be potentially useful. The remaining seven are noted to need revision in order to be potentially useful as a result of the use of Mager's Objective/Item Checklist.

Staffing

In Competency C. 27, the Performance Objective requires the recall and performance of the steps of recruiting. This is the main intent, which is overt. The Specific Test Item requires that the learner recall and perform the steps of recruiting. The performances match and the test item is potentially useful.

Competency C. 28 is teach volunteers. The behavior is to provide and guide learning activities for volunteer 4-H staff. This is an overt main intent. However, the Specific Test Item requires the performance of writing a lesson plan which is not evidence that teaching has been accomplished. There is no match in performances and the test item should be revised.

Competency C. 29, involve experienced 4-H volunteer staff members in teaching other volunteer 4-H staff, requires a performance of getting others to perform. It requires the motivation of others and planning. The main intent is to get others to assist in teaching volunteer staff. The Specific Test Item requires an explanation of the use of a chosen procedure or technique to be used. This does not require involvement of others. The performances do not match and this indicates a need for revision of the test item.

In Competency C. 30, the Performance Objective requires that the learner help by providing assistance to staff members which is directed toward their acquisition of understanding their responsibilities. This is the main intent and is overt. The Specific Test Item requires the writing of a job description for club advisors so that staff can be helped in gaining an understanding of their responsibilities. Also, a performance is required, outlining a training procedure for staff to use. Both of these behaviors are application of the same principles and procedures and are overt, but they do not match because no disposition of the description and outline is required. This CRM is indicated to need revision.

Competency C. 31, assist volunteer 4-H staff members in planning thier work, requires that in a situation where it is necessary to help staff members that help be given in planning work. This is the main intent. It is observable. However, the Specific Test Item, write a job description and outline an orientation program, is not a requirement for the performance of helping others in planning their work. There is no match in this item and it is indicated that the test item should be revised.

In Competency C. 32, the Performance Objective requires that the individual assist volunteers in implementing, or carrying out, their plan of activities. This activity on the part of the learner is providing assistance to the volunteer. This is the main intent and the assistance would be an overt behavior. The Specific Test Item requires the outlining and expressing of a procedure that can be used in orienting volunteers. This is not necessarily providing assistance in carrying out their plans of activities. There is no match and this item should be revised.

Competency C. 33 has an overt main intent in both the Performance Objective and the Specific Test Item. That main intent is to provide a service function that consists of heading off conflicts through structuring the relationships and using relationship building processes. This item is considered to be potentially useful in testing.

Competency C. 34, is assist volunteer 4-H staff in recruiting 4-H members. The performance is an overt main intent which requires the learner to provide help to the volunteer 4-H staff member in securing 4-H members. The test item requires the individual to explain how to carry out this procedure. The explanation of procedure and the implementation of a procedure are not the same and the test item is in need of revision.

Competency C. 35 is recognize volunteer 4-H staff members' accomplishments. It consists of providing appropriate recognition or attention to the accomplishments of the volunteer 4-H staff members in such a way that they know that an awareness exists of their accomplishments. This is a rewarding function and is an overt

main intent. The Specific Test Item is explaining how to recognize them. The explanation is not the same as the provision of recognition. The item is indicated to need revision.

Competency C. 36, assist 4-H staff in understanding the different types of leadership roles in 4-H, is an overt main intent. It consists of facilitating understanding so that staff members understand or are aided in understanding different types of leadership roles. The Specific Test Item requires the identification by listing of the different volunteer leadership roles that would be helpful. The listing alone would not provide an understanding of leadership roles. The Specific Test Item is not satisfactory in terms of the performance required in the Performance Objective. There is no match and the Specific Test Item is indicated to need revision.

Competency C. 37 is assist the new agent in becoming acquainted with the county. It is not specified whether this new agent is oneself or another agent. The main intent would be overt because it requires assistance which would be observable. The Specific Test Item requires the identification and expression, either orally or written, of procedures to follow to get oneself acquainted. This is, for testing purposes, equivalent to helping another become acquainted because if you identified a procedure you would use, then you would be helping another by identifying an appropriate procedure to use. Therefore, these performances have been identified as being equivalent and the item is considered to be useful in testing.

In the Performance Objective of Competency C. 38, the overt main intent is to teach paraprofessionals how to do something that

is necessary or needed in the program. This is a teaching procedure which would be overt. The Specific Test Item requires that the paraprofessionals be taught how to lead a program to organize more 4-H clubs. This is a match and the item is potentially useful in testing.

In Competency C. 39, use 4-H paraprofessionals in training volunteers is the overt main intent. The Specific Test Item requires an explanation of how one would use paraprofessionals in training volunteers. There is no match and the test item needs revision.

Competency C. 40, assist 4-H paraprofessionals in planning their work, is the main intent. It is observable. The Specific Test Item requires performance of telling how one would help the paraprofessional plan a program to organize more clubs. This is not a match because telling how to help and helping are different. This test item is in need of revision.

Competency C. 41, help professionals carry out their plan of activities, has a main intent that is essentially facilitating the implementation of activities by paraprofessionals. The Specific Test Item requires performance of telling how to help in planning. This is not a match and the test item is in need of revision.

In Competency C. 42, maintain a working relationship between volunteer 4-H staff and paraprofessionals is the overt main intent. It consists of preventing conflicts between the two groups by resolving conflicts of duty early and implementing relationship structuring and building processes. The Specific Test Item does not match because it requires the individual to tell how to maintain working relationships. The test item is in need of revision.

Competency C. 43, assist 4-H paraprofessionals in recruiting 4-H members, is an overt main intent. In the Performance Objective the individual is required to assist 4-H paraprofessionals in recruiting 4-H members. The Specific Test Item does not match. It requires an explanation of the procedure chosen for assisting the paraprofessionals in recruiting members. This indicates that the test item is in need of revision.

In Competency C. 44, assist 4-H paraprofessionals in recruiting volunteer 4-H leaders is the overt main intent of the Performance Objective. The Specific Test Item requires the learner to tell how to provide assistance in recruiting rather than to help or assist in recruiting. The Specific Test Item and Performance Objective do not match. This item is in need of revision.

Summary. Using Mager's Objective/Item Checklist, four of the eighteen CRM responses in the Staffing category are found to be potentially useful. The remaining fourteen are noted to need revision in order to be potentially useful.

Evaluation

It is assumed that the situations which evokes the mental behaviors in the Evaluation category require overt use of the products thereof; therefore, the occurrence of the covert behaviors is determined by the resulting overt behaviors on the part of the learner. The main intent of the respective Performance Objectives is the overt performance of purposeful, professional behavior which results from the correct use of the mental skills involved.

Competency G. 68 is conduct local program assessment. Conducting local program assessment requires the learner to carry out assessment procedures in order to assess the local program. This is an overt main intent. The Specific Test Item requires the listing of types of evaluation, benefits that can be gained from evaluation, and data that may be needed. This listing is not the conduction or carrying out of local program assessment, there is no matching of behavior, and this item should be revised.

In Competency G. 69, conduct surveys relevant to 4-H program development means carrying out survey procedures that are indicated in order to complete the surveys that are relevant to 4-H program development. This is a main intent and it will be an overt behavior. The Specific Test Item requires a listing of steps that should be followed in the development and administration of a post card survey. This listing of steps is not a performance of the procedures, so the test item does not match the Performance Objective and this item should be revised.

Competency G. 70, analyze local program trends in 4-H, requires behavior of using recorded data for identifying trends to be used in the given situation. The main intent is that the individual analyze the trends. The overt behavior would be the use of those trends in the given situation. The Specific Test Item requires that the individual indicate what type of trends should be used in a presentation that would lead to justification of additional funding. This is in no way related with the analysis of trends so there is no match in these performances and this test item should be revised.

Competency G. 71 is evaluate the progress of 4-H members. This is the main intent and the behavior resulting from this evaluation would be overt. The Specific Test Item requires the individual to outline a procedure that can be used. Outlining a procedure for evaluation and evaluating are not the same.

Competency G. 72, evaluate the performance of volunteer 4-H staff, is the main intent. Overt activity will take place according to the situation. The Specific Test Item requires that the learner indicate how the evaluation performance of the volunteer leader should be done and requires that the learner list five elements that are a part of the informal evaluation and make a statement supporting each. Telling how to and listing are not the same as performing the evaluation. There is no match in this competency and, therefore, the test item should be revised.

In Competency G. 73, evaluate one's own performance is the main intent and as a result of having evaluated one's own performance certain actions would be taken. The actions would be overt behavioral performance. The Specific Test Item requires the learner to list factors and explain procedures. This is not evaluation. Therefore, this test item should be revised.

Competency G. 74, evaluate impact of Extension 4-H activities, is the main intent and the use of this evaluation would be a visible behavior in a specified situation. In the Specific Test Item, the performance required is to outline a scheme which can be used to evaluate the impact of Extension 4-H activities. This is a listing of procedures that should be followed and is not evaluation, so there

is no match between the performances. This test item should be revised.

Competency G. 75, evaluate the performance of paid staff, is the main intent. As a result of this evaluation, one would take action accordingly. If the evaluation of paid staff indicated they were not doing what they should be doing as well as they should, encouragement would be in order. For those occasions when they were doing well, recognition of accomplishment and a "well done" would be in order, so these are overt results of the performance of the main intent. The Specific Test Item requires the development and description of the use of a checklist that can be used in evaluating the performance of paid staff. This is the reproduction of a checklist and the description of its use and is not evaluation. These performances do not match and the test item is in need of revision.

Summary. All CRM responses in the Evaluation category are found to be in need of revision.

Summary of the Comparative Analyses

When the use of the two modes of analysis were completed, eight CRM responses were found to have met the criteria of both analyses. These eight responses are for Competencies A. 6, A. 7, A. 8, and A. 11 in the Administration category, and C. 27, C. 33, C. 37, and C. 38 in the Staffing category. The remaining 32 responses were found to be in need of revision.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to identify the criteria that provide acceptable evidence of at least minimal level performance of behavior stated in performance objectives derived from competencies identified as being needed by Mississippi Extension 4-H Youth Agents in the categories of Administration, Staffing, and Evaluation. This was accomplished through the development of Performance Objectives and appropriate Criterion-Referenced Measures for each Performance Objective written.

Early in the conduct of the study, Performance Objectives were written for each competency and used in the development of instruments which were designed to collect inputs from the identified experts in the respective categories. The instruments were designed to gather data concerning Course Content, Specific Test Items, and Performance Criteria.

After the data were obtained, analyses using Bloom's Taxonomy of Educational Objectives and Mager's Objective/Item Checklist were conducted.

Summary of Findings

The findings of this study are:

1. In the category of Administration consisting of 14 competencies, the behavioral levels were scaled. Ten

(71.4%) of the 14 Competency Statements and their Performance Objectives were leveled at 3.0, application; one (7.1%) was leveled at 5.0, synthesis; and three (21.4%) were leveled at 6.0, evaluation.

2. Seven (50%) of the 14 Administrative Criterion-Referenced Measures were written at a level of 2.0 indicating that the minimum acceptable criterion level of performance required evidence of satisfactory comprehension. Six (42.8%) of the Criterion-Referenced Measures were written at a level of 3.0 indicating that the minimum acceptable level of performance required evidence of satisfactory application. The remaining Criteiron Referenced Measure (7.1%) was written at a level of 6.0 indicating that the minimum acceptable level of performance required evidence of satisfactory evaluation.
3. In general, the tendency exists for the Competency Statements and Performance Objectives in the Administration category to be written at the 3.0, or application level, thus requiring performances that provide evidence of satisfactory application.
4. There is a general tendency for Criterion-Referenced Measures in the Administration category to be written at less than the 3.0 level, application.
5. Eight (62.5%) of the 14 items in the Administration category were found to be incongruently leveled, indicating a need for revision.

6. In the Staffing category, consisting of 18 competencies, the Competency Statements and Performance Objectives were all found to be written at the 3.0 level, application.
7. Six (33.3%) of the 18 Staffing Criterion-Referenced Measures were written at a level of 2.0 indicating that the minimum acceptable level of performance required evidence of satisfactory comprehension. Twelve (66.7%) were found to be written at the 3.0 level indicating that the minimum acceptable level of performance required evidence of satisfactory application.
8. There is a general tendency for the responses in the Staffing category to be written at the 3.0 level, application.
9. It is noted that there is a tendency toward testing at a level congruent with the level of the Competency Statements and Performance Objectives in the Staffing category.
10. Six (33.3%) of the Staffing items were found to be incongruently leveled, indicating a need for revision.
11. In the Evaluation category, consisting of eight competencies, five (62.5%) Competency Statements and Performance Objectives were found to be written at the 6.0 level, evaluation. Of the remaining three Competency Statements and Performance Objectives, two (25%) were written at the 5.0 level, synthesis, and one (12.5%) at the 4.0 level, analysis.

12. Six (75%) of the eight Criterion-Referenced Measures in the Evaluation category were written at the 2.0 level indicating that the minimum acceptable level of performance required evidence of satisfactory comprehension. The remaining two (25%) Criterion-Referenced Measures were written at the 3.0 level indicating that the minimum acceptable level of performance required evidence of satisfactory application.
13. In the Evaluation category, the Competency Statements and Performance Objectives tend to be written at the 6.0, or evaluation level, requiring performances that provide evidence of satisfactory evaluation.
14. There is a general tendency for the Criterion-Referenced Measures in the Evaluation category to be written at the 2.0 level, comprehension.
15. Seven (87.5%) of the eight items were found to be incongruently leveled, indicating a need for revision.
16. In the Administration category, through the use of Mager's Objective/Item Checklist as a screen, seven of the Criterion-Referenced Measures were found to be potentially useful. The remaining seven were indicated to need revision in order to be potentially useful.
17. In using Mager's Objective/Item Checklist to screen the Criterion-Referenced Measures in the Staffing category, four were found to be potentially useful. The remaining fourteen were noted to need revision in order to be potentially useful.

18. The use of Mager's Objective/Item Checklist in the Evaluation category revealed that the Criterion-Referenced Measures were not behavioral matches for their respective Competency Statements and Performance Objectives, and, therefore, were all indicated to need revision.

Conclusions

The following conclusions are made as a result of the findings of the study and the review of literature.

1. It is concluded that competence testing requires the use of Criterion-Referenced Measures that are congruent with the respective competencies for which they are used.
2. It is concluded that the majority of the Criterion-Referenced Measures are not appropriate for use in the task, function, and role or competency based curriculum being developed in the USDA/ES Extension 4-H Youth Workers Curriculum Development Project.
3. It is concluded that the Criterion-Referenced Measures identified as needing revision should be revised.
4. It is concluded that competent performance of the majority of the items is essentially a function of application of the correct knowledge and comprehension. This requires the ability to choose the correct procedure to use and correctly use that procedure in a new or unique simulated or actual situation without having been given a mode of solution.

5. It is concluded that there is a need for an educational program designed for the purpose of providing instruction to the University staff, who teach Extension 4-H Youth Agents in these categories, to provide for development of competence in writing Criterion-Referenced Measures which are congruent with the Performance Objectives identified in this Extension 4-H Youth Workers Curriculum Development Project, which are to be the course objectives in the curriculum developed.
6. It is concluded that the preparation of competent professional Extension 4-H Youth Agents is the main intent of the curriculum being developed and that the curriculum should be evaluated in terms of the competence of those who complete the curriculum.

Recommendations

The recommendations of this study are:

1. It is recommended that testing in the Extension 4-H Youth Agent curriculum courses be conducted using Criterion-Referenced Measures that are congruent with the respective competencies for which they are used.
2. It is recommended that the 32 Criterion-Referenced Measures that were identified as inappropriate be revised as follows:

   A. 1--It is required that you explain relevant laws governing the Cooperative Extension Service.

Suggested Specific Test Item

As a county Extension 4-H Youth Agent, you have been asked by the recently elected board of supervisors to explain relevant laws governing the Cooperative Extension Service, at a meeting called for the purpose of reviewing programs for which they are responsible and accountable. Select and use an appropriate mode of explanation in presenting an explanation of how the Smith-Lever Act governs the Cooperative Extension Service.

Performance Criteria

The Extension 4-H Youth Agent is to select and successfully use a mode of explanation that incorporates the following major elements:

Gather resources

Prepare presentation

Present presentation

The explanation will be judged successful when it suffices the need for which it was made.

A. 2--It is required that you explain policies which are specific to your areas of responsibility.

Suggested Specific Test Item

As a county Extension 4-H Youth Agent, you have been requested to personally organize and meet on a regular basis with a 4-H club at a racially segregated private school. It is necessary that you explain policies

that are specific to your areas of responsibilities to the headmaster. Explain the policies that (1) Extension 4-H Youth Agents are not to meet regularly with 4-H clubs, and (2) that 4-H clubs are not organized in racially segregated private schools as a result of civil rights legislation.

Performance Criteria

The Extension 4-H Youth Agent is to explain policies and incorporate the following major elements:

Use of tactful attitude

Presentation of factual information

Use of sound logical reasoning

Expression of regrets

Presentation of alternatives

Maintenance of an atmosphere of goodwill

The explanation will be judged successful when it suffices the need for which it was made.

A. 3--It is required that you explain the organizational structure of the Cooperative Extension Service.

Suggested Specific Test Item

As a county Extension 4-H Youth Agent conducting a training session for new club leaders, you have been asked to explain the organizational structure of the Cooperative Extension Service. Explain the organizational structure of the Cooperative Extension Service so that it is understood by the new club leaders.

Performance Criteria

The Extension 4-H Youth Agent is to explain the organizational structure and incorporate the following major elements:

Gather information

Prepare presentation

Present presentation

The explanation will be judged successful when it suffices the need for which it was made.

A. 4--It is required that you achieve workable relationships with fellow workers.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are the coordinator of a district livestock show. Select and use appropriate modes of behavior in working with other agents who have had duties assigned to them in order to accomplish common or individual goals and thereby achieve workable relationships with these fellow workers.

Performance Criteria

The Extension 4-H Youth Agent is to select and successfully use appropriate modes of behavior when working with the other agents. The appropriate modes will provide for the inclusion of the following major elements:

Cultivation of interpersonal relationships

Due consideration of professional ethics

Cooperation in relationships

Allow for the achievement of goals

The performance will be judged successful when a workable relationship is achieved, through which common or individual goals are accomplished.

A. 5--It is required that you organize committees for use in the 4-H program.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are required to identify potential teen leaders to provide leadership in your county program. Select and use an appropriate procedure in organizing a committee that will identify potential teen leaders.

Performance Criteria

The Extension 4-H Youth Agent is to select and successfully use an appropriate organization procedure that includes the following major elements:

Select and contact committee members

Provide for the assembly of committee members

Conduct organizational meeting

Set a date for and obtain the committee's report

The organization of the committee will be judged successful when potential teen leaders are identified by the committee.

A. 6--As written in the response, the Criterion-Referenced Measure was found to be potentially useful; however,

in the interest of consonance, it is being restated here in a form consonant with those being revised. It is required that you complete the necessary paperwork for the operation of the 4-H program.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are required to submit an annual county enrollment report. Given the necessary data and the proper forms, complete the annual county enrollment report.

Performance Criteria

The Extension 4-H Youth Agent is to complete the report and provide for the following major elements:

Accuracy

Legibility

Completeness

Timeliness

The performance will be judged successful when the completed report is submitted and major elements above are met.

A. 7--This response is here restated in consonant form. It is required that you handle correspondence.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have received a written request for information regarding the date, time, and location of the county crop judging contest. Given the necessary information to reply to the

request, select and use an appropriate mode to handle the correspondence.

Performance Criteria

The Extension 4-H Youth Agent is to select and successfully use an appropriate mode of handling correspondence that provides for the requested information to be delivered using one of the following methods of communciation:

Telephone

Letter

Personal visit

Messenger

The performance will be judged successful when the desired information is received by the one requesting it.

A. 8--This response is also restated in consonant form.

It is required that you use the county filing system.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are visited by a 4-H club leader who is returning five previously borrowed pieces of assorted instructional materials and is requesting materials for use in preparing members for contests in livestock judging, farm and home safety, crops judging, soil judging, and photography. File the returned materials and locate the requested materials in the county filing system.

Performance Criteria

The Extension 4-H Youth Agent is to select and successfully use an appropriate procedure when using the county filing system that provides for the following major considerations:

Promptness

Accuracy

The performance will be judged successful when the five requested materials are produced promptly and the five returned materials are placed in the proper location.

A. 9--It is required that you manage facilities used for 4-H activities.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are responsible for managing a firing range for use in 4-H hunter safety activities. Develop, implement, and evaluate a written plan for managing a hunter safety firing range used for 4-H activities.

Performance Criteria

The Extension 4-H Youth Agent is to develop, implement, and evaluate a written plan for managing a hunter safety firing range that includes the following major elements:

Facility suitability

Facility availability

Facility maintenance

Safety

The performance will be judged successful when the facility has been used, maintained, and remains available to be used in the future, and when safety has been assured.

A. 10--It is required that you supervise office secretaries.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are responsible for preparing a weekly news article and are required to supervise an office secretary in the typing, proofing, and delivery of the news article to the printer. Select and use appropriate modes in supervising office secretaries.

Performance Criteria

The Extension 4-H Youth Agent is to select and use modes that incorporate the following major elements:

Principles and techniques of supervision

Recognition of secretarial duties

The performance will be judged successful when the supervision of the secretary results in the delivery of the weekly news article to the printer in its proper form.

A. 11--This response is restated in a consonant form. It is required that you handle complaints concerning the 4-H program.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you receive a letter from the parents of a 4-H member who complain by writing that their child is not receiving enough recognition for accomplishments. Exercise judgement in selecting and using a method for handling this complaint.

Performance Criteria

The Extension 4-H Youth Agent is to select and successfully use an appropriate method for handling this complaint which incorporates the following major elements:

Evaluation of the complaint

Consideration for the feelings of others

Policy explanation

If in order, an apology and assurrance that corrective measures will be taken

The performance will be judged successful when the complaint has been resolved.

A. 12--It is required that you secure financial resources.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have identified a need for an additional $3000. to fund the 4-H program for the coming year. Select and use appropriate modes in securing the $3000.

Performance Criteria

The Extension 4-H Youth Agent is to select and use appropriate methods which include one or more of the following major methods:

Use of advisory committee

Solicitations to donors

Requests to the county board

The performance will be judged successful when the $3000. is secured in accordance with established fund raising policies.

A. 13--It is required that you secure program resources.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are to present a program in two weeks that requires a 16mm film projector. You do not have a 16mm film projector. Select and use an appropriate method for securing this needed program resource.

Performance Criteria

The Extension 4-H Youth Agent is to select and successfully use an appropriate method for securing a 16mm film projector which provides for the use of the projector on the day it is needed. The projector may be secured by one of the following methods:

Borrowing

Renting

Leasing

Purchasing

The performance will be judged successful when the projector is secured for use on the appointed day.

A. 14--It is required that you manage resources needed to run the 4-H program.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have a duplicating machine that needs constant repairs as a result of poor management. Develop, implement, and evaluate a management plan appropriate for managing this program resource.

Performance Criteria

The Extension 4-H Youth Agent is to develop, implement, and evaluate a management plan that provides for the following major elements:

Repair or replace the machine

Restrict use of the machine to certain people

Provide instruction for those who are allowed to use it

Provide scheduled maintenance

The performance will be judged successful when a duplicating machine is managed and maintained in proper operating condition for a period of six months.

C. 27--This response is restated consonantly as: It is required that you recruit 4-H staff to meet the needs of the 4-H program.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you need a volunteer to serve as a range officer for a hunter safety program. Select and use an appropriate procedure in recruiting a hunter safety range officer.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a procedure which includes the following ten points:

Be friendly and sincere

Tell purpose of the contact

Show value of the job to be done

Reveal the personal challenges

Point out benefits

Show it is possible to be done

Answer what to do and when

Explain training available

Get the committment

Review immediate responsibilities

Thank the new recruit

The performance will be judged successful when the range officer for the hunter safety program has been secured.

Performance Criteria

It is required that you teach volunteer 4-H staff so they may help meet the needs of the 4-H program.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have three new club leaders who need to be taught how to conduct the first meeting. Select and use appropriate techniques for teaching these volunteers.

Performance Criteria

The Extension 4-H Youth Agent is to select and use techniques that provide for the inclusion of the following elements:

Learner comfort

Instruction in conducting the first meeting

Question and answer periods

Practice in conducting the first meeting

Discussion periods

The performance will be judged successful when the new club leaders have conducted their first meeting without encountering major problems.

C. 29--It is required that you involve experienced volunteer 4-H staff members in teaching other volunteer 4-H staff.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are asked by two recently recruited club leaders to provide them additional training that you cannot provide personally because of your other duties. Select and use appropriate techniques in involving experienced

volunteer 4-H staff members in teaching these new club leaders.

Performance Criteria

The Extension 4-H Youth Agent is to select and use techniques that provide for the following elements:

Training needs identification

Selection of experienced volunteer 4-H staff

Securing the experienced volunteers to teach new leaders

Providing necessary materials for the experienced volunteers to use

Provide practice in teaching new club leaders

The performance will be judged successful when experienced volunteer 4-H staff members have been involved in teaching the club leaders.

C. 30--It is required that you help staff members understand their job responsibilities.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are asked by two new club leaders what their responsibilities are on an upcoming field trip. Select and use appropriate techniques in helping these staff members understand their job responsibilities.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a technique that includes one or more of the following elements:

Provide a copy of the job description for club leaders

Assign specific responsibilities

Provide an orientation training session

The performance will be judged successful when the club leaders better understand their responsibilities.

C. 31--It is required that you assist volunteer 4-H staff members in planning their work.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have identified a need for assisting volunteer 4-H staff members in planning their work. Select and use appropriate techniques for assisting them in planning their work.

Performance Criteria

The Extension 4-H Youth Agent is to select and use techniques that include provision for the following:

Regular conferences

Scheduled training meetings

Newsletter for reminder of events

Provide practice in planning work

The performance will be judged successful when volunteer 4-H staff members have been assisted in planning their work.

C. 32--It is required that you assist volunteer 4-H staff in implementing their plan of activities.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have determined that three volunteer 4-H staff members need your assistance in getting members to enter county contests. Select and use appropriate techniques in assisting them to increase member participation in contests.

Performance Criteria

The Extension 4-H Youth Agent is to select and use techniques that include two or more of the following major elements:

Staff preparation before contests

Newsletters about contests

News article on how to prepare for contests

Use of club prizes and awards

Instruction in motivational techniques that can be used by the club advisors

Provide for practice of motivational techniques

The performance will be judged successful when the result is significantly higher participation in county contests by the members of these three clubs.

C. 33--This response, consonantly stated, is: It is required that you maintain a working relationship among volunteer 4-H staff.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are conducting county contests when a conflict concerning contest

awards develops between two volunteer 4-H club leaders. Select and use an appropriate technique to resolve the conflict between these volunteer 4-H staff members.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a conflict resolution technique that provides for the following major elements:

Preventing physical harm

Restoring order

Cooling temperatures

Hearing out both sides

Equitable solution

Committment by the involved parties to complete the tasks at hand

The performance will be judged successful when the conflict is resolved and tasks at hand are resumed by the involved club leaders.

C. 34--It is required that you assist volunteer 4-H staff in recruiting 4-H members.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are approached by a club leader who explains that five members of the club are graduating from high school and leaving the community. As a result, assistance is needed in recruiting five new members. Select and use

appropriate procedures in assisting the club leader in recruiting five 4-H members.

Performance Criteria

The Extension 4-H Youth Agent is to select and use appropriate procedures to provide assistance in at least one of the following major ways:

Identify potential new members

Contact potential new members and refer those interested to the leader

Review recruiting procedures with the leader

Provide for practice of recruiting procedures

The performance will be judged successful when the leader has been aided in recruiting the five new members.

C. 35--This response, consonantly stated, is: It is required that you recognize volunteer 4-H staff members' accomplishments.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are aware that five club leaders have conducted a campaign that resulted in ten new clubs being organized resulting in 150 new members. Select and use appropriate methods in recognizing the accomplishments of these five volunteer 4-H staff members.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a method of providing recognition to the five club

leaders that includes two or more of the following forms of recognition:

A personal commendation

A letter of thanks

Recognition at special events

Mass media releases

The performance will be judged successful when recognition has been provided for each of the five club leaders in two of the above forms.

C. 36--It is required that you assist 4-H staff in understanding the different types of leadership roles in 4-H.

Suggested Specific Test Item

As an Extension 4-H Youth Agent with new volunteer 4-H club leaders who need assistance in understanding the various leadership roles of people in the county 4-H program, select and use appropriate techniques in assisting 4-H staff in understanding the different types of leadership roles in 4-H.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a technique that incorporates one or more of the following activities:

Supplying related reading materials

Conferring with the club leaders

Include the topic in new leader orientation sessions

The performance will be judged successful when the club leaders are assisted in understanding the different types of leadership roles in 4-H.

C. 37--This response, consonantly stated, is: It is required that you assist a new agent in becoming acquainted with the county.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are requested to assist a new Extension Agent who has just moved into the county, in becoming acquainted with the county. Select and use appropriate procedures in assisting the new agent in becoming acquainted with the county.

Performance Criteria

The Extension 4-H Youth Agent is to select and use procedures which provide assistance to the new agent in becoming familiar with one or more of the following county factors:

Geographic

Civic

Economic

Educational

4-H Program

Provide new agent practice in determining how these factors are related to the job to be done

The performance will be judged successful when the new agent is assisted in becoming acquainted with one or more of the listed county factors through the effort of the Extension 4-H Youth Agent.

C. 38--This response, consonantly stated, is: It is required that you teach 4-H paraprofessionals so they may help meet the needs of the 4-H program.

Suggested Specific Test Item

As an Extension 4-H Youth Agent in a county that has recently hired two 4-H paraprofessionals, select and use appropriate techniques in teaching 4-H paraprofessionals so they may organize and service more 4-H clubs.

Performance Criteria

The Extension 4-H Youth Agent is to select and use techniques that provide for the inclusion of the following elements:

Learner comfort

Instruction in organizing and servicing more clubs

Question and answer periods

Practice in organizing and servicing techniques

Discussion periods

The performance will be judged successful when paraprofessionals organize and service more 4-H clubs.

C. 39--It is required that you involve 4-H paraprofessionals in the leader training process.

Suggested Specific Test Item

As an Extension 4-H Youth Agent with two trained paraprofessionals and a contest orientation scheduled for club leaders that can be conducted by the paraprofessionals, select and use appropriate techniques in involving 4-H paraprofessionals in the leader training process.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a technique that provides for the paraprofessionals to be actively engaged in the conduct of the orientation session in one of the following ways:

Assisting the Extension 4-H Youth Agent in conducting the session

Conducting the orientation session

The performance will be judged successful when the paraprofessionals are involved in conducting the orientation session.

C. 40--It is required that you assist 4-H paraprofessionals in planning their work.

Suggested Specific Test Item

As an Extension 4-H Youth Agent with two paraprofessional staff members who are having difficulty planning their work for the coming month, select and use appropriate methods in assisting 4-H paraprofessionals in planning their work.

Performance Criteria

The Extension 4-H Youth Agent is to select and use methods which include one or more of the following activities:

Providing desk or day calendars for references

Showing the paraprofessionals a sample calendar of activities

Helping them fill in their calendars

Providing practice to paraprofessionals in planning calendars of activities

The performance will be judged successful when the paraprofessionals have been assisted in writing thier upcoming activities on a reference calendar.

C. 41--It is required that you assist 4-H paraprofessionals in implementing their plan of activities.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have two paraprofessionals who are initiating a program to organize new clubs. They have already planned their course of action and are asking you to help publicize their organizational meetings. Select and use appropriate techniques in assisting 4-H paraprofessionals in implementing their plan of activities.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a method that includes one or more of the following techniques of publicizing the organizational meetings:

Word of mouth

Telephone

Letters to the clientele in the meeting area

Weekly news article in the county paper

Radio

Public school announcement during "homeroom" period

Posters

Provide practice to paraprofessionals in publicizing organizational meetings

The performance will be judged successful when a majority of the desired public has been reached with the message.

C. 42--It is required that you maintain a working relationship between volunteer 4-H staff and 4-H paraprofessionals.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have a paraprofessional and two club leaders who are not able to work together because the paraprofessional has coerced the club leaders to engage in too many activities in which they have no interest. Select and use appropriate techniques in maintaining a working relationship between volunteer 4-H staff and 4-H paraprofessionals.

Performance Criteria

The Extension 4-H Youth Agent is to select and use techniques that include one or more of the following elements:

State the problem to the paraprofessional

Review the role of the club leader with the paraprofessional

Review principles of interpersonal and cooperative relationships

Help the paraprofessional identify corrective measures

Follow through and note the paraprofessional's achievements

The performance will be judged successful when the paraprofessional and the two club leaders are again able to work together.

C. 43--It is required that you assist 4-H paraprofessionals in recruiting 4-H members.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have two paraprofessionals who have asked you to assist them in recruiting 25 4-H club members. Select and use appropriate procedures in assisting 4-H paraprofessionals in recruiting 25 4-H members.

Performance Criteria

The Extension 4-H Youth Agent is to select and use procedures to provide assistance in at least one of

the following ways:

Identify potential new members

Contact potential new members and refer those interested to the paraprofessionals

Review recruiting procedures with the paraprofessionals

Provide practice in recruiting

Supervise the paraprofessionals in recruiting

The performance will be judged successful when the paraprofessionals successfully recruit new members.

C. 44--It is required that you assist 4-H paraprofessionals in recruiting volunteer 4-H leaders.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have two paraprofessionals who have asked you to assist them in recruiting a volunteer 4-H leader to lead a club whose leader has moved out of the community. Select and use appropriate techniques in assisting 4-H paraprofessionals in recruiting a volunteer 4-H leader.

Performance Criteria

The Extension 4-H Youth Agent is to select and use techniques to provide assistance in one or more of the following ways:

Identify potential club leaders

Contact potential club leaders and refer those interested to the paraprofessionals

Review recruiting procedures with the paraprofessionals

Provide practice in recruiting volunteer 4-H leaders

Supervise the paraprofessionals in recruiting

The performance will be judged successful when the paraprofessionals recruit a volunteer leader.

G. 68--It is required that you conduct local program assessment.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you need to know how your county 4-H program stands in relation to the other counties of your district in order to make a statement of program status to your advisory committee. Select and use appropriate procedures in conducting local program assessment.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a procedure for assessing the local program which will include one or more of the following techniques:

Review county records of 4-H activities and participation percentages

Review the district report for the last quarter

Obtain status reports from club leaders and paraprofessionals

Review accomplished objectives and long range goals

The performance will be judged successful when accurate program status statements are made to the advisory committee.

G. 69--It is required that you conduct surveys relevant to 4-H program development.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have an urban area where there has been relatively little interest in 4-H activities. In this area there are about 1,000 households and nearly 700 youths of 4-H age. Select and use an appropriate procedure in surveying this area to gain information that can be used in determining interest in various 4-H program offerings.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a procedure that incorporates the following elements:

Sampling

Data collection device construction

Data collection

Data use

The performance will be judged successful when useful information is obtained and summarized through the survey.

G. 70--It is required that you analyze local program trends in 4-H.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have program data available for the past five years. You are planning to present the program trends of the past five years at the County Agricultural Coordinating Council meeting. Select and use appropriate methods in analyzing local program trends.

Performance Criteria

The Extension 4-H Youth Agent is to select and use procedures that include the following elements:

Data source identification

Study of the data

Identifying and recording trends

The performance will be judged successful when accurate trends are recorded for presentation.

G. 71--It is required that you evaluate the progress of 4-H members.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have in the last year conducted a boat and water safety program at a cost of $300. and are preparing to write the annual program of work for the coming year. A follow-up post card survey revealed that 25 of the 90 participating 4-H members indicated that the boat and water safety program enabled them to prevent a tragedy. Evaluate the progress of the members of the earlier program and determine whether to repeat the program in

the coming year for 200 members who were not able to participate last year.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a process to evaluate the progress of previous participants in terms of the following factors:

Time

Cost

Benefits

The performance will be judged successful when the program is or is not included in the annual program of work.

G. 72--It is required that you evaluate the performance of volunteer 4-H staff.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you have a semi-annual evaluation of volunteer leaders which is used to identify areas where leader training is needed. Synthesize and use an appropriate method in evaluating the performance of volunteer 4-H staff to determine training needs for the coming year.

Performance Criteria

The Extension 4-H Youth Agent is to synthesize and use an appropriate means of evaluation which will include the following elements:

Data collection

Data analyses

Situation synthesis

Evaluation of leaders

Identification of leader training needs

Incorporation of training needs in the leader training program for the coming year

The performance will be judged successful when leader training needs are incorporated in the training program.

G. 73--It is required that you evaluate your own performance.

Suggested Specific Test Item

You have just completed a conservation clinic. In an effort to improve your professional effectiveness, evaluate your performance and list, on your calendar for future reference, areas where improvement is needed. Synthesize and use an appropriate method in evaluating your own performance.

Performance Criteria

The Extension 4-H Youth Agent is to synthesize and use a self-evaluation method that includes the following elements:

Use of time

Effectiveness of communication

Mastery of subject matter

Impact of instruction

The performance will be judged successful when the areas in which improvements are needed are listed on the calendar.

G. 74--It is required that you evaluate the impact of Extension 4-H activities.

Suggested Specific Test Item

As an Extension 4-H Youth Agent, you are writing the annual plan of work and are trying to identify weaknesses in the impact of present 4-H activities so that the plan of work for the coming year can be designed to strengthen the impact of the activities. Select and use appropriate techniques and methods in evaluating the impact of Extension 4-H activities.

Performance Criteria

The Extension 4-H Youth Agent is to select and use a means for evaluating the impact of activities which includes the following elements:

Identify program objectives

Collect data concerning objective attainment

Analyze data

Synthesize a view of the impact

Evaluate impact

Identify areas where impact was weak and needs improvement

Design plan for the coming year so that weaknesses are to be dealt with

The performance will be judged successful when the annual plan includes provision to make the needed improvements identified through evaluation.

G. 75--It is required that you evaluate the performance of paid staff.

Suggested Specific Test Item

As an Extension 4-H Youth Agent in a county that uses a merit pay system in supplementing the pay of Extension employees, you are asked to make recommendations concerning the salary supplements of your Assistant 4-H Youth Agent and two paraprofessionals. Select and use appropriate methods and procedures in evaluating the performance of these paid staff members.

Performance Criteria

The Extension 4-H Youth Agent is to select and use appropriate methods and procedures of evaluation that possess or insure the following qualities:

Adequacy of data

Objectivity in analysis

Sufficiently thorough scope

Equity in considerations

Justifiability of conclusions and recommendations

The performance will be judged successful when justified recommendations are presented.

3. It is recommended that testing of knowledge and comprehension in the curriculum be at a minimum level of 3.0, application.
4. It is recommended that an educational program be designed and implemented for the purpose of providing instruction to the University staff who teach Extension 4-H Youth Agents

in these three categories to provide for development of competence in writing Criterion-Referenced Measures which are congruent with the Performance Objectives identified in this Extension 4-H Youth Workers Curriculum Development Project, which are to be the course objectives in the curriculum developed.

5. It is recommended that consideration be made of using measures of educational product development gained through the use of appropriate Criterion-Referenced Measures as the basis of curriculum evaluation upon implementation of the Extension 4-H Youth Agent curriculum at Mississippi State University.
6. It is recommended that supervised field experience and inservice training programs in these categories use testing measures that are congruent with the main intents of the 40 competencies in this study.

APPENDIX A

National Survey Instrument

Col. 1-4 ☐☐☐☐ For Office Use Only

5 6 7 8 9 10 ☐☐☐☐☐☐ For Office Use Only

INSTRUCTIONS: Please check your proper classification under each item. (Check only one item under each heading.)

SECTION 1: Biographical Data

Col. 5-6 A. State_____

Col. 7-8-9-10 B. County_____

Col. 11 C. Age

( ) 1. 20-24 ( ) 5. 40-44
( ) 2. 25-29 ( ) 6. 45-49
( ) 3. 30-34 ( ) 7. 50-54
( ) 4. 35-39 ( ) 8. 55-59
( ) 9. 60 and over

Col. 12 D. Sex

( ) 1. Male
( ) 2. Female

Col. 13 E. Race

( ) 1. White ( ) 4. American Indian
( ) 2. Black ( ) 5. Oriental
( ) 3. Spanish American ( ) 6. Other

Col. 14 F. Position Title

( ) 1. State Extension Director or Associate
( ) 2. District Agent or Area Supervisor
( ) 3. District or Area Program Leader
( ) 4. State 4-H Staff or Area 4-H Specialist
( ) 5. County Leader or County Chairman
( ) 6. 4-H Youth Agent
( ) 7. Volunteer 4-H Leader
( ) 8. Other (please specify)_____

Col. 15-16-17 G. Approximate percent of time devoted to Extension 4-H youth work_____%

Col. 18 H. Length of time served as an Extension worker

( ) 1. Less than 5 years ( ) 4. 13-16 years
( ) 2. 5-8 years ( ) 5. 17-20 years
( ) 3. 9-12 years ( ) 6. 21-24 years
( ) 7. 25 and over

Col. 19-20 I. Educational Level (circle highest level attained)

1 2 3 4 5 6 7 8 9 10 11 12
High School

13 14 15 16 17 18 19 20 21 22 23 24
College

Also list title of highest degree or certificate attained:

_____

(over)

SECTION II: Instructions to Questionnaire. Please read all instructions before you complete the questionnaire. Each item in the questionnaire states a competency which may or may not be necessary for the operation of a successful 4-H program.

Please read each statement carefully and circle the number which best describes your feelings about its importance.

If you believe the competency is not needed and does not affect the operation of a successful 4-H program.....Circle 1, Not Needed

If you believe the competency is slightly important in the operation of a successful 4-H program.....Circle 2

If you believe the competency is important to some degree in the operation of a successful 4-H program.....Circle 3

If you believe the competency is very important in the operation of a successful 4-H program.....Circle 4

If you believe the competency is essential for the operation of a successful 4-H program.....Circle 5, Essential

EXAMPLE

	Not Needed				Essential
1. Establish procedures for waxing a car.....	1	2	3	4	5
2. Conduct a barber shop clinic.....	1	2	3	4	5
3. Explain the rules of seamanship.....	1	2	3	4	5

NOTE: It is extremely important that you read the directions carefully and answer each item in the questionnaire.

	Degree of Necessity
	Not Needed ... Essential
CATEGORY A - ADMINISTRATION - Using a working knowledge of Cooperative Extension Service philosophy, objectives, and procedures.	
1. Explain relevant laws governing the Cooperative Extension Service.....	1 2 3 4 5
2. Explain policies which are specific to your areas of responsibility.....	1 2 3 4 5
3. Explain the organizational structure of the Cooperative Extension Service...	1 2 3 4 5
4. Achieve workable relationships with fellow workers.....	1 2 3 4 5
5. Organize committees for use in the 4-H program.....	1 2 3 4 5
6. Complete the necessary paper work for the operation of the 4-H program.....	1 2 3 4 5
7. Handle correspondence.....	1 2 3 4 5
8. Use county filing system.....	1 2 3 4 5
9. Manage facilities used for 4-H activities.....	1 2 3 4 5
10. Supervise office secretaries.....	1 2 3 4 5
11. Handle complaints concerning the 4-H program.....	1 2 3 4 5
12. Secure financial resources.....	1 2 3 4 5
13. Secure program resources.....	1 2 3 4 5
14. Manage resources needed to run the 4-H program.....	1 2 3 4 5
CATEGORY B - COMMUNICATIONS - Informing the staff and public of the images, accomplishments, and purposes of the program.	
15. Establish good communication among members of the County Extension Staff....	1 2 3 4 5
16. Promote good working relationships with others.....	1 2 3 4 5
17. Use evaluation results to explain 4-H program accomplishments.....	1 2 3 4 5
18. Identify the people involved in county leadership roles outside the Extension Service.....	1 2 3 4 5
19. Identify the people involved in leadership roles within the Extension Service.....	1 2 3 4 5
20. Understand the specific language employed in the Cooperative Extension Service.....	1 2 3 4 5
21. Recognize accepted cultural standards of the general public in a given area.	1 2 3 4 5
22. Use radio in conducting the 4-H program.....	1 2 3 4 5
23. Use television in conducting the 4-H program.....	1 2 3 4 5
24. Use direct mail in conducting the 4-H program.....	1 2 3 4 5
25. Use news articles in conducting the 4-H program.....	1 2 3 4 5
26. Promote the 4-H program through personal contact with the public.....	1 2 3 4 5
CATEGORY C - STAFFING - Recruiting, training, and supervising professional, paraprofessional, and volunteer staff.	
27. Recruit volunteer 4-H staff to meet the needs of the 4-H program.....	1 2 3 4 5

(over)

	Degree of Necessity (Not Needed ... Essential)
28. Teach volunteer 4-H staff so they may help meet the needs of the 4-H program	1 2 3 4 5
29. Involve experienced volunteer 4-H staff members in teaching other volunteer 4-H staff	1 2 3 4 5
30. Help staff members understand their job responsibilities	1 2 3 4 5
31. Assist volunteer 4-H staff members in planning their work	1 2 3 4 5
32. Assist volunteer 4-H staff members in implementing their plan of activities	1 2 3 4 5
33. Maintain a working relationship among volunteer 4-H staff	1 2 3 4 5
34. Assist volunteer 4-H staff in recruiting 4-H members	1 2 3 4 5
35. Recognize volunteer 4-H staff members' accomplishments	1 2 3 4 5
36. Assist 4-H staff in understanding the different types of leadership roles in 4-H	1 2 3 4 5
37. Assist a new agent in becoming acquainted with the county	1 2 3 4 5
38. Teach 4-H paraprofessionals so they may help meet the needs of the 4-H program	1 2 3 4 5
39. Involve 4-H paraprofessionals in the leader training process	1 2 3 4 5
40. Assist 4-H paraprofessionals in planning their work	1 2 3 4 5
41. Assist 4-H paraprofessionals in implementing their plan of activities	1 2 3 4 5
42. Maintain a working relationship between volunteer 4-H staff and 4-H paraprofessionals	1 2 3 4 5
43. Assist 4-H paraprofessionals in recruiting 4-H members	1 2 3 4 5
44. Assist 4-H paraprofessionals in recruiting volunteer 4-H leaders	1 2 3 4 5
CATEGORY D - PROGRAM PLANNING - Designing educational experiences based on the needs, interests, and problems of youth.	
45. Involve advisory groups in planning 4-H programs	1 2 3 4 5
46. Use reliable sources of information to determine the needs of youth	1 2 3 4 5
47. Establish priorities at the local level which are compatible with those established at other levels	1 2 3 4 5
48. Involve local volunteer 4-H staff members in planning the county 4-H program	1 2 3 4 5
49. Involve youth in planning the county 4-H program	1 2 3 4 5
50. Develop a written program plan based on the needs of the 4-H youth	1 2 3 4 5
51. Use evaluation results in planning the county 4-H program	1 2 3 4 5
52. Develop specific activities designed to accomplish 4-H program objectives	1 2 3 4 5
53. Coordinate the 4-H programs with other local organizations	1 2 3 4 5

	Degree of Necessity Not Needed ... Essential
54. Organize 4-H groups on a local level	1 2 3 4 5
55. Use parliamentary procedure	1 2 3 4 5
CATEGORY E - PROGRAM EXECUTION - Use of resources to provide learning experiences.	
56. Conduct 4-H activities as outlined in the plan of work	1 2 3 4 5
57. Execute 4-H programs in accordance with Extension Service procedures	1 2 3 4 5
58. Manage the operation of 4-H groups	1 2 3 4 5
59. Assist volunteer 4-H staff members in the management of resources	1 2 3 4 5
60. Supervise 4-H members in their participation in 4-H events	1 2 3 4 5
61. Conduct educational tours	1 2 3 4 5
CATEGORY F - TEACHING - Guiding the learning experience of individuals.	
62. Develop instructional materials	1 2 3 4 5
63. Use proper teaching procedures in presenting instruction	1 2 3 4 5
64. Prepare members for participation in 4-H events	1 2 3 4 5
65. Counsel individuals on matters relating to 4-H	1 2 3 4 5
66. Reward 4-H members for progress they have made	1 2 3 4 5
67. Provide officer training for 4-H officers	1 2 3 4 5
CATEGORY G - EVALUATION - Collecting, analyzing, and interpreting information to determine the strengths and weaknesses of a program	1 2 3 4 5
68. Conduct local program assessment	1 2 3 4 5
69. Conduct surveys relevant to 4-H program development	1 2 3 4 5
70. Analyze local program trends in 4-H	1 2 3 4 5
71. Evaluate the progress of 4-H members	1 2 3 4 5
72. Evaluate the performance of volunteer 4-H staff	1 2 3 4 5
73. Evaluate one's own performance	1 2 3 4 5
74. Evaluate the impact of Extension 4-H activities	1 2 3 4 5
75. Evaluate the performance of paid staff	1 2 3 4 5
CATEGORY H - OTHERS - List additional competencies you consider important for the operation of a successful 4-H program.	
76. _____	1 2 3 4 5
77. _____	1 2 3 4 5
78. _____	1 2 3 4 5
79. _____	1 2 3 4 5
80. _____	1 2 3 4 5

APPENDIX B

Administration Competencies and Responses

CATEGORY: Administration

COMPETENCY A. 1 Explain relevant laws governing the Cooperative Extension Service.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to explain relevant laws governing the Cooperative Extension Service, explain the relevant laws.

COURSE CONTENT

I. Acts establishing U.S.D.A. and the Land Grant Colleges
II. The Hatch Act
III. The Smith-Lever Act
IV. Legislation since the Smith-Lever Act which governs the Extension Service
V. State laws governing operation of Extension in the state

SPECIFIC TEST ITEM

I. Name the four Federal Acts, in the order of their passage, leading to and establishing the Cooperative Extension Service. Give the main provisions of each act.

II. Name and briefly describe other important laws and legislation, following the four main Acts, which now govern the operation of Cooperative Extension.

PERFORMANCE CRITERIA

I. The student who is competent in explaining the relevant laws governing the Cooperative Extension Service should be able to list the four Acts as follows:

First - Organic Act establishing U.S.D.A. - 1862
Second - Morrill Act establishing Land Grant Colleges - 1862
Third - Hatch Act establishing Experiment Stations - 1887
Fourth - Smith-Lever Act establishing Extension - 1914

II. He or she should know about the Second Morrill Act of 1890, public laws 83 and 360, the revised Act of 1962 and the memorandum of understanding. The student should be able to briefly describe the purpose and content of each of the instruments.

CATEGORY: Administration

COMPETENCY A. 2 Explain policies which are specific to your areas of responsibility.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to explain policies which are specific to your areas of responsibility, explain those policies.

COURSE CONTENT

I. Review of 4-H Handbook
II. Policies affecting 4-H membership and club organization

SPECIFIC TEST ITEM

I. Tell the requirements for 4-H club membership and for organizing a club and any restrictions on members or clubs under the 4-H emblem for engaging in activities.

PERFORMANCE CRITERIA

I. The student who is competent in explaining policies specific to the responsibilities should know that 4-H membership is limited to youth age 9 to 19 years and that all youth in that age range should have equal opportunity to belong.

CATEGORY: Administration

COMPETENCY A. 3 Explain the organizational structure of the Cooperative Extension Service.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to explain the organizational structure of the Cooperative Extension Service, explain its organizational structure.

COURSE CONTENT

I. Organizational structure of the Mississippi Cooperative Extension Service
II. Organizational structure of Extension Service, U.S.D.A.

SPECIFIC TEST ITEM

I. Draw an organizational chart of the State Cooperative Extension Service showing the administrative and program relationships from the Secretary of Agriculture and the Board of Trustees to the lowest position on the staff.

PERFORMANCE CRITERIA

I. The student who is competent in an understanding of the organizational structure of Cooperative Extension should be able to symbolize the administrative and program relationships properly at all levels in the organization.

CATEGORY: Administration

COMPETENCY A. 4 Achieve workable relationships with fellow workers.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to achieve workable relationships with fellow workers, achieve workable relationships with fellow workers.

COURSE CONTENT

I. Interpersonal relationships
II. Professional ethics considerations
III. Cooperative relationships

SPECIFIC TEST ITEM

I. Tell several things you would do as a new member of a County Extension Staff to establish good working relationships with the staff.

PERFORMANCE CRITERIA

I. One who is competent in achieving workable relationships should do the following kinds of things:

Be pleasant most of the time.

Assist other Agents with their tasks.

Give good performance.

Do not criticize other staff members.

Carry proper share of the load.

Don't ask for favors others don't get.

CATEGORY: Administration

COMPETENCY A. 5 Organize committees for use in the 4-H program.

PERFORMANCE OBJECTIVE

Given a situation wherein committees are needed for use in the 4-H program, organize committees for use in the 4-H program.

COURSE CONTENT

I. Importance of involving local people in the Extension program
II. Selection and use of committees

SPECIFIC TEST ITEM

I. As leader of the 4-H Youth Program in a county, tell what kind of committees could be helpful in carrying on the program and how they can best be organized.

PERFORMANCE CRITERIA

I. One who is competent in organizing committees for use in the 4-H program should know the value of the advisory council, the county council, the county volunteer council, and the county committee on youth.

The person should know that in organizing committees, it is important to:

Learn who the opinion leaders and legitimizers are in the community.

Contact other Extension workers who have good opinions about who would make good committee members.

Visit each person to secure agreement to serve.

Use legitimizers to help recruit the people selected.

Call a meeting, explain the purpose, elect officers, and set goals.

CATEGORY: Administration

COMPETENCY A. 6 Complete the necessary paperwork for the operation of the 4-H program.

PERFORMANCE OBJECTIVE

Given a situation wherein completion of paperwork is necessary for the operation of the 4-H program, complete the paperwork.

COURSE CONTENT

I. Annual statistical report
II. Annual civil rights report
III. Contest entry forms
IV. 4-H records
V. Community pride records
VI. N.C.S.C. and conference applications

SPECIFIC TEST ITEM

I. Given a set of typical data and an annual 4-H Youth Development statistical report, correctly enter the data into the form.

PERFORMANCE CRITERIA

I. One who is competent in completing the necessary paperwork for the operation of the 4-H program should be able to enter the data and run the totals in such a way as to match a completed model using the same data.

CATEGORY: Administration

COMPETENCY A. 7 Handle correspondence.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to handle correspondence, handle correspondence.

COURSE CONTENT

I. Instruction on letter writing
II. Review of common English usage
III. Practice in handling correspondence

SPECIFIC TEST ITEM

I. Given a letter requesting information about the 4-H program and the necessary information to answer the request, prepare an appropriate answering letter.

PERFORMANCE CRITERIA

I. The student who is competent in handling correspondence should communicate clearly in a pleasant and tactful manner using correct spelling, grammar, punctuation, and sentence structure.

CATEGORY: Administration

COMPETENCY A. 8 Use county filing system.

PERFORMANCE OBJECTIVE

Given a situation wherein use of the county filing system is necessary, use the county filing system.

COURSE CONTENT

I. Filing systems
II. Kinds of information to file

SPECIFIC TEST ITEM

I. Given a key to the county filing system, locate five assorted pieces of information assigned and properly file five pieces of assorted materials.

PERFORMANCE CRITERIA

I. Each of the five assigned pieces should be located promptly and the five given materials should be filed in the proper locations.

CATEGORY: Administration

COMPETENCY A. 9 Manage facilities used for 4-H activities.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to manage facilities used for 4-H activities, manage the facilities.

COURSE CONTENT

I. Types of facilities used for 4-H activities
II. The management function
III. Practice in managing facilities used in 4-H activities

SPECIFIC TEST ITEM

I. Given a description of the dimensions and locations of the buildings in a county which might be used for 4-H meetings, list additional information that you would secure to determine the building's availability and suitability for meeting places.

PERFORMANCE CRITERIA

I. One who is competent in managing facilities used for 4-H activities would secure information on location of all spaces suitable for meetings of any size, names, and how to contact persons responsible for the space, under what circumstances the space is available, when the space is available, how many people could be accommodated in the meeting place with various set-ups that are possible and the kind of furnishing and equipment that comes with the rooms.

CATEGORY: Administration

COMPETENCY A. 10 Supervise office secretaries.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to supervise office secretaries, supervise office secretaries.

COURSE CONTENT

I. Office supervision
II. Duties of secretaries
III. Principles and techniques of supervision

SPECIFIC TEST ITEM

I. Describe how you would supervise an office secretary.

PERFORMANCE CRITERIA

I. One who is competent in the supervision of office secretaries would not violate the principles of supervision.

The supervision plan would include clear lines of communication on the duties and tasks of the secretary.

It would include a plan for remedial action and improvement.

CATEGORY: Administration

COMPETENCY A. 11 Handle complaints concerning the 4-H program.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to handle complaints concerning the 4-H program, handle these complaints.

COURSE CONTENT

I. Working with people
II. How to handle complaints

SPECIFIC TEST ITEM

I. Given a letter complaining about some aspect of the 4-H program, write a letter replying to the complaint.

PERFORMANCE CRITERIA

I. The student who competently handles complaints should be expected to tactfully answer the complaint. If it is an unjustified complaint, the policy should be carefully explained. If the complaint was justified, an apology may be in order and a promise that something will be done to prevent such action in the future.

CATEGORY: Administration

COMPETENCY A. 12 Secure financial resources.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to secure financial resources, secure financial resources.

COURSE CONTENT

I. Financing the 4-H program
II. Legislation and policies governing securing of financial resources
III. How to raise money to support 4-H

SPECIFIC TEST ITEM

I. As a new 4-H Youth Agent, the county leader gives you the assignment of raising $3000.00, which he says is needed for the next year's 4-H program. Tell how you will go about raising the money.

PERFORMANCE CRITERIA

I. A student competent in securing resources for 4-H work will not violate any policies or rules governing the raising of funds for 4-H.

CATEGORY: Administration

COMPETENCY A. 13 Secure program resources.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to secure 4-H program resources, secure 4-H program resources.

COURSE CONTENT

I. Planning 4-H programs
II. Kinds of resources needed for 4-H programs
III. How to secure 4-H program resources

SPECIFIC TEST ITEM

I. As a new 4-H Youth Agent on a county staff you are assigned the responsibility of securing the resources needed in the coming year's program. Outline the kind of resources you will be expected to secure and the methods you will use to secure them.

PERFORMANCE CRITERIA

I. One who is competent in securing program resources would recognize that people are one of the main program resources and that in order to secure this resource, there will need to be recruitment and training.

Facilities and equipment is another important resource which might be secured by direct appeal or by purchase.

A third type of resource is money.

CATEGORY: Administration

COMPETENCY A. 14 Manage resources needed to run the 4-H program.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to manage resources needed to run the 4-H program, manage program resources.

COURSE CONTENT

I. Planning the 4-H program
II. Kinds of resources needed to run the 4-H program
III. Management of resources

SPECIFIC TEST ITEM

I. As a new 4-H Youth Agent in a county, you are assigned the task of managing the resources for running the 4-H program. Outline the kind of resources you will expect to manage and your role in the management of these resources.

PERFORMANCE CRITERIA

I. One who is competent in managing the resources needed to run the 4-H program would realize that the resources include people, facilities, such as buildings and camps, and money.

The people resource management would include the necessary leadership development and the participation of people in the 4-H program.

The facilities management would include providing adequate facilities and readying the facilities for activities included in the program.

The financial resource management would include provision of adequate financing and making it available as needed.

APPENDIX C

Staffing Competencies and Responses

CATEGORY: Staffing

COMPETENCY C. 27 Recruit volunteer 4-H staff to meet the needs of the 4-H program.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to recruit volunteers to meet the needs of the 4-H program, recruit volunteers to meet the needs of the 4-H program.

COURSE CONTENT

I. Identify tasks that need to be done
II. Identify those tasks volunteers can assume
III. Steps in recruiting
IV. Orientation for volunteer recruiter

SPECIFIC TEST ITEM

I. Demonstrate in a role play situation how you would recruit a volunteer to serve as a range officer for a hunter safety program.

PERFORMANCE CRITERIA

I. Follow the 10 steps to recruiting:

1. Friendly and sincere
2. Tell purpose of the contact
3. Show value of job to be done
4. Reveal the personal challenges
5. Point out benefits
6. Show it is possible to be done
7. Answer what to do and when
8. Explain training available
9. Get the commitment
10. Thank the new recruit

CATEGORY: Staffing

COMPETENCY C. 28 Teach volunteer 4-H staff so they may help meet the needs of the 4-H program.

PERFORMANCE OBJECTIVES

Given a situation wherein it is necessary to teach volunteer 4-H staff so they may help meet the needs of the 4-H program, teach volunteer 4-H staff.

COURSE CONTENT

I. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
II. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. Write a lesson plan for teaching a volunteer club advisor how to conduct the first meeting. Include the important details you should observe in creating a learning climate.

PERFORMANCE CRITERIA

I. The learner should include:

1. A plan for climate sitting activity
2. Allowance for comfortable seating, temperature, friendly, not threatening, atmosphere
3. A plan for volunteers to participate in discussion, ask questions
4. A "role play" of the first meeting based on the publication 910, "Planning with a Group"

CATEGORY: Staffing

COMPETENCY C. 29 Involve experienced volunteer 4-H staff members in teaching other volunteer 4-H staff.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to involve experienced volunteer 4-H staff members in teaching other volunteer 4-H staff, involve experienced volunteer 4-H staff members in teaching them.

COURSE CONTENT

I. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
II. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. Explain how you would select and use an experienced volunteer to teach other volunteers how to conduct the first meeting.

PERFORMANCE CRITERIA

I. The learner should include:

1. Recruit a successful experienced volunteer to conduct the orientation for new volunteers, "How to Conduct the First Meeting"

CATEGORY: Staffing

COMPETENCY C. 30 Help staff members understand their job responsibilities.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to help staff members understand their job responsibilities, help staff members understand their job responsiblities.

COURSE CONTENT

I. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
II. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. Write a job description for a club advisor and outline an orientation program for new club advisors.

PERFORMANCE CRITERIA

I. The learner should include:

1. A description of each task expected by a club advisor
2. An orientation plan that will provide the information needed such as:
   a. 4-H, what's it all about
   b. How to conduct the first meeting
   c. Helping members select projects
   d. Helping 4-H in conducting meetings
   e. Parents can help
   f. 4-H contests
   g. Understanding young people, etc.

CATEGORY: Staffing

COMPETENCY C. 31 Assist volunteer 4-H staff members in planning their work.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist volunteer 4-H staff members in planning their work, assist them in planning their work.

COURSE CONTENT

I. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
II. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. Write a job description for a club advisor and outline an orientation program for new club advisors.

PERFORMANCE CRITERIA

I. The learner should plan:

1. Regular conferences with the club advisor in addition to the scheduled training meeting
2. Newsletter for reminder of events

CATEGORY: Staffing

COMPETENCY C. 32 Assist volunteer 4-H staff members in implementing their plan of activities

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist volunteer 4-H staff members in implementing their plan of activities, assist them.

COURSE CONTENT

I. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
II. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. Outline an orientation program for volunteers and explain how you should provide follow up consultation.

PERFORMANCE CRITERIA

I. The learner should:

1. Provide an opportunity for volunteers to have conferences with the agent about particular needs, just before and just after specific activities.

CATEGORY: Staffing

COMPETENCY C. 33 Maintain a working relationship among volunteer 4-H staff.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to maintain a working relationship among volunteer 4-H staff, maintain a working relationship among volunteer 4-H staff.

COURSE CONTENT

I. "Learn building" concepts
II. Conflict resolutions
III. Job descriptions

SPECIFIC TEST ITEM

I. In a role playing situation where there is a conflict between two volunteer 4-H staff members concerning job descriptions, resolve the conflict following the technique of conflict resolutions.

PERFORMANCE CRITERIA

I. The conflict will be resolved by following the technique taught for conflict resolution.

CATEGORY: Staffing

COMPETENCY C. 34 Assist volunteer 4-H staff in recruiting 4-H members.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist volunteer 4-H staff in recruiting 4-H members, assist volunteer 4-H staff in recruiting 4-H members.

COURSE CONTENT

I. Purpose of 4-H
II. Needs of youth
III. How to locate youth who need 4-H

SPECIFIC TEST ITEM

I. Explain the process you would follow in helping a new 4-H club advisor recruit new 4-H members

PERFORMANCE CRITERIA

I. The learner should help the volunteer start "where he is" - with the "people he knows" and solicit their help in inviting their friends to join.

There are at least two ways, both acceptable:

1. Word of mouth - personal invitation
2. A community meeting (parents and children) where 4-H is explained and the opportunity is given to enroll

CATEGORY: Staffing

COMPETENCY C. 35 Recognize volunteer 4-H staff member's accomplishments.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to recognize volunteer 4-H staff member's accomplishments, recognize their accomplishments.

COURSE CONTENT

I. The value of volunteer effort to know 4-H program
II. The value of recognition to the individual
III. Methods used to recognize volunteers

SPECIFIC TEST ITEM

I. Explain how you would provide recognition for 4-H volunteers who have recruited 4-H club advisors which resulted in ten new clubs being organized for 150 new members.

PERFORMANCE CRITERIA

I. The learner should plan recognition during and at conclusion of the task:

1. A personal commendation
2. A letter of thanks
3. Recognition at special 4-H events such as Advisory Council
4. Mass media releases regarding the volunteers' efforts

CATEGORY: Staffing

COMPETENCY C. 36 Assist 4-H staff in understanding the different types of leadership roles in 4-H.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist 4-H staff in understanding the different types of leadership roles in 4-H, assist them in understanding.

COURSE CONTENT

I. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
II. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. In a given county 4-H program, identify the different volunteer (leadership) roles that would be helpful.

PERFORMANCE CRITERIA

I. The learner should list these:

1. Advisory committee
2. 4-H club advisor
3. Acitivity leaders
4. Resource people (specific subject matter)
   - teachers
   - judges for events
5. Program planning committees
6. Recruiters
7. Trainers

CATEGORY: Staffing

COMPETENCY C. 37 Assist a new agent in becoming acquainted with the county.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist a new agent in becoming acquainted with the county, assist the new agent.

COURSE CONTENT

I. The basic components of a county 4-H program
II. Communication - how to meet people

SPECIFIC TEST ITEM

I. As a new agent in a county - what procedures would you follow to help you get acquainted with the county.

PERFORMANCE CRITERIA

I. The learner should include a plan to:

1. Get acquainted geographically - a review of the county with the help of possibly a member of the Extension staff
2. Get acquainted "civicly" - finding out about civic clubs, public spirited men and women, goals of the community
3. Get acquainted economically - learning about the business and economic base of the area
4. Get acquainted educationally - finding location and personnel of educational programs including schools and other youth programs
5. Get acquainted with 4-H - determining the program as is and the people who are or have been recently involved in making it happen

CATEGORY: Staffing

COMPETENCY C. 38 Teach 4-H paraprofessionals so they may help meet the needs of the 4-H program.

PERFORMANCE OBJECTIVES

Given a situation wherein it is necessary to teach 4-H paraprofessionals so they may help meet the needs of the 4-H program, teach 4-H paraprofessionals.

COURSE CONTENT

I. Role of the paraprofessional
II. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
III. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. You will teach paraprofessionals how to lead a program to organize more 4-H clubs.

PERFORMANCE CRITERIA

I. The learner should:

1. Set specific objectives
2. Provide material needed
3. Help the paraprofessional determine a time schedule
4. Provide regular consultations
5. Provide recognition

CATEGORY: Staffing

COMPETENCY C. 39 Involve 4-H paraprofessionals in the leader training process.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to involve 4-H paraprofessionals in the leader training process, involve them.

COURSE CONTENT

I. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
II. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. Tell how you would help a paraprofessional to teach volunteers how to conduct a county contest

PERFORMANCE CRITERIA

I. The learner should:

1. Have specific objectives - outlined what the volunteer is to do
2. Have resources that will help the paraprofessional teach - such as content handbook, score cards, etc.
3. Assist the paraprofessional in outlining the plan for teaching

CATEGORY: Staffing

COMPETENCY C. 40 Assist 4-H paraprofessionals in planning their work.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist 4-H paraprofessionals in planning their work, assist them.

COURSE CONTENT

I. Time management
II. The role of the paraprofessional

SPECIFIC TEST ITEM

I. Your county paraprofessional is initiating a program that will result in additional clubs being organized. Tell how you would help the paraprofessional plan the work.

PERFORMANCE CRITERIA

I. The learner should plan for:

1. Clear understanding (between the two) of objectives of outcomes and time frame
2. Regular conferences with the paraprofessional to commend and assist in planning

CATEGORY: Staffing

COMPETENCY C. 41 Assist 4-H paraprofessionals in implementing their plan of activities.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist 4-H paraprofessionals in implementing their plan of activities, assist them.

COURSE CONTENT

I. Time management
II. The role of the paraprofessional

SPECIFIC TEST ITEM

I. Your county paraprofessional is initiating a program that will result in additional clubs being organized. Tell how you would help the paraprofessional plan the work.

PERFORMANCE CRITERIA

I. The learner should plan for:

1. Clear understanding (between the two) of objectives of outcomes and time frame
2. Regular conferences with the paraprofessional to commend and assist in planning

CATEGORY: Staffing

COMPETENCY C. 42 Maintain a working relationship between volunteer 4-H staff and 4-H paraprofessionals.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to maintain working relationships between volunteer 4-H staff and 4-H paraprofessionals, maintain the working relationships.

COURSE CONTENT

I. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
II. Techniques for teaching volunteers
III. Role of the paraprofessional

SPECIFIC TEST ITEM

I. Tell how you would maintain a working relationship between volunteers and paraprofessionals in conducting a county workshop on parliamentary procedure.

PERFORMANCE CRITERIA

I. The learner should determine:

1. Classification of roles - of volunteer and professional
2. Avoid overlapping - so that neither appears to be carrying the other role
3. Recognize each for job accomplished

CATEGORY: Staffing

COMPETENCY C. 43 Assist 4-H paraprofessionals in recruiting 4-H members.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist 4-H paraprofessionals in recruiting 4-H members, assist them.

COURSE CONTENT

I. Time management
II. The role of the paraprofessional

SPECIFIC TEST ITEM

I. Explain how you would assist a 4-H paraprofessional in recruiting 4-H members.

PERFORMANCE CRITERIA

I. The learner should know:

1. A planned approach to recruiting members, using techniques aimed at the specific age and interest group being recruited.

CATEGORY: Staffing

COMPETENCY C. 44 Assist 4-H paraprofessionals in recruiting volunteer 4-H leaders.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to assist paraprofessionals in recruiting volunteer 4-H leaders, assist them.

COURSE CONTENT

I. Time management
II. The role of the paraprofessional
III. Identification of the tasks of the different kinds of volunteers in 4-H and preparation of written job descriptions
IV. Techniques for teaching volunteers

SPECIFIC TEST ITEM

I. Tell how you would assist paraprofessionals in recruiting 4-H leaders.

PERFORMANCE CRITERIA

I. The learner should:

1. Provide an orientation for paraprofessionals on how to recruit - (See performance criteria for C. 27)
2. Provide job descriptions for the volunteers they are recruiting
3. Schedule an orientation for the new volunteers so they can learn how to do the job they have been recruited to do

APPENDIX D

Evaluation Competencies and Responses

CATEGORY: Evaluation

COMPETENCY G. 68 Conduct local program assessment.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to conduct local program assessment, do so.

COURSE CONTENT

I. Evaluation in program assessment
II. Evaluation for program planning
III. Techniques of evaluation

SPECIFIC TEST ITEM

I. List four types of evaluation and indicate which are applicable for local program assessment.

II. List four benefits that can be gained from the evaluation of local programs.

III. List data that may be needed for local program assessment.

PERFORMANCE CRITERIA

I. Casual, checklist, self evaluation, and scientific research are four that sould be listed; first, second, and third are to be indicated.

II. The four benefits are:

1. Improves public relations,
2. Provides periodic checks,
3. Provides for better decisions to be made, and
4. Provides for professional security and attitudes in work.

III. The learner will indicate that the program and evaluation method will dictate the specific data that is needed, which may include any or all of the following:

1. Number participating,
2. Behavioral changes,
3. Benefits and costs, and
4. Other factors that will provide indications of success or failure of the program being evaluated.

CATEGORY: Evaluation

COMPETENCY G. 69 Conduct surveys relevant to 4-H program development.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to conduct surveys relevant to 4-H program development, do so.

COURSE CONTENT

I. Sampling
II. Data collection
III. Construction of data collection devices

SPECIFIC TEST ITEM

I. You are the Extension 4-H Youth Agent in an urban area. There has been relatively little interest in 4-H activities from a section of town that is composed of about 1,000 households. There are nearly 700 4-H aged youths in this section of town. List the steps that should be followed in the development and administration of a post card survey that will provide information that can be used in determining interest in various 4-H program offereings that are possible.

PERFORMANCE CRITERIA

I. The learner will identify the following steps:

1. Identify sample
2. Identify the needed informational objective sought
3. Devise a post card that will serve to collect the information needed
4. Pretest post card instrument
5. Revise if necessary
6. Determine how to distribute instrument
7. Distribute instrument
8. Follow up

CATEGORY: Evaluation

COMPETENCY G. 70 Analyze local program trends in 4-H.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to analyze local program trends in 4-H, do so.

COURSE CONTENT

I. Data sources for program trend assessment
II. Methods of data analysis
III. Recognition and interpretation of findings

SPECIFIC TEST ITEM

I. You are the Extension 4-H Youth Agent and have data available for the past five years. You are requesting additional funds from the County Board of Supervisors. What types of program trends would you present to justify additional funding?

PERFORMANCE CRITERIA

I. Trends that are favorable and statistically sound.

Trends that show that the program is contributing to the specific, intermediate, and general objectives of education.

CATEGORY: Evaluation

COMPETENCY G. 71 Evaluate the progress of 4-H members.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to evaluate the progress of 4-H members, do so.

COURSE CONTENT

I. Evaluation and the scientific approach
II. Evaluation--a continuous process
III. Evaluation--a continuum for informal to formal
IV. Progress area identification
V. Collecting and interpreting data
VI. Making decisions

SPECIFIC TEST ITEM

I. Outline a procedure that can be used to evaluate the progress of 4-H members.

PERFORMANCE CRITERIA

I. The learner should produce an outline that includes the complete evaluation process and is adaptable so that it is usable and will be useful when implemented.

CATEGORY: Evaluation

COMPETENCY G. 72 Evaluate the performance of volunteer 4-H staff.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to evaluate the performance of volunteer 4-H staff, do so.

COURSE CONTENT

I. The continuum of evaluation
II. Data collection
III. Evaluation reports (understanding of and use of)

SPECIFIC TEST ITEM

I. Assume that you have a semi-annual informal evaluation of volunteer leaders. Information can be gathered by interview and records submitted during the period. Indicate below how you would evaluate a volunteer leader's performance during the six month period. List the five elements that should be a part of the informal evaluation and make a statement supporting the importance of each.

PERFORMANCE CRITERIA

I. The five elements to be listed are:

1. Collect data
2. Develop checklist and forms for reporting
3. Analyze information from both written and interview (volunteer leaders, 4-H'ers, parents)
4. Analyze and interpret
5. Decision making and implementation

In the learner's response the following items should be included. Relate importance of:

1. Data collection method
2. Data collection devices
3. Analysis of data
4. Interpretation of findings
5. Decision making and affirmative action implementation

CATEGORY: Evaluation

COMPETENCY G. 73 Evaluate one's own performance.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to evaluate one's own performance, evaluate your own performance.

COURSE CONTENT

I. Distinctions between objectives and goals
II. Steps in the achievement of educational goals
III. Problem area identification
IV. Elements of desirable performance
V. Techniques of self evaluation

SPECIFIC TEST ITEM

I. You are planning to continue to offer a short term activity that you have recently presented. In the preparation for presenting this activity again, it is necessary for you to evaluate the effectiveness of your performance with the past group instructed. List four factors that should be considered in the evaluation of your performance.

II. Explain how means evaluation can be used to evaluate a specific study objective.

PERFORMANCE CRITERIA

I. The list should include the following items:

1. Use of time
2. Effectiveness of communication
3. Mastery of subject matter
4. Impact of instruction

II. The explanation should show that the individual knows that means evaluation is designed to determine which instructional method most effectively produced changes in the learners for the specific study objective concerned. The explanation should include evidence that the individual knows the procedure for carrying out means evaluation.

CATEGORY: Evaluation

COMPETENCY G. 74 Evaluate the impact of Extension 4-H activities.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to evaluate the impact of Extension 4-H activities, do so.

COURSE CONTENT

I. Educational objectives
II. Educational impact
III. Evaluation of educational impact
IV. Techniques and methods of evaluating activities

SPECIFIC TEST ITEM

I. Outline an evaluation scheme that includes provisions for the measurement of the educational impact of Extension 4-H activities, and a list of activity evaluation techniques and methods.

PERFORMANCE CRITERIA

I. The outline should provide for:

1. The identification of educational objectives
2. The measurement of objective attainment
3. Use of the evaluation continuum
4. The list should include all of the methods and techniques that were covered in the Course Content

CATEGORY: Evaluation

COMPETENCY. G. 75 Evaluate the performance of paid staff.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to evaluate the performance of paid staff, do so.

COURSE CONTENT

I. The place of evaluation is the Extension educational program
II. Construction of evaluation devices
III. Procedures for evaluation of staff
IV. Analyzing and interpreting data
V. Use of findings

SPECIFIC TEST ITEM

I. Your assistant 4-H Youth Agent or paraprofessional served as secretary of the county 4-H livestock show. Develop and describe the use of a checklist that can be used for the evaluation of that person's performance.

PERFORMANCE CRITERIA

I. The checklist should include: arrival on time, dressed appropriately, courteous, professional conduct, accuracy in performance of duties, neatness of work, etc. The description of checklist use should include: both self check by the staff member and check off by the evaluator, use of the checklist in face to face conferences, and the use of findings.

APPENDIX E

Letter and Instructions

Department of Agricultural
and Extension Education
P. O. Drawer AV
Mississippi State, Mississippi 39762

October 18, 1976

TO: Staff Training Personnel

FROM: Ronald A. Brown and 4-H Project Staff

SUBJECT: 4-H Youth Worker's Curriculum Survey Items

We urgently need your help!

Together, we have gotten off to a good start, but have discovered our failure to communicate effectively to you. Evidently, we have done a poor job of explaining what it is that we are asking you to do for us in the preparation of the curriculum for Extension 4-H Youth Agents.

Since we have identified this problem, we have sought and found a solution. We have written for you an introduction to the project and have clarified our objectives by writing a set of instructions which we feel will answer the questions that you have been asking. If not, please let us know.

This is a most important part of the project and we need your responses by November 1.

INTRODUCTION

On July 1, 1975, a USDA/ES specially funded project was started at Mississippi State University. Two of the purposes of this project are: (1) to identify the competencies that are necessary for the successful operation of the 4-H program, (2) to develop a curriculum which can be used to provide the skills needed for success of a county Extension 4-H Youth Agent.

One hundred fifty-seven competencies were initially identified by Mississippi respondents as being needed to a high degree by Extension 4-H Youth Agents for the successful operation of a county 4-H program. Computer analyses consolidated these into seventy-five competencies in seven categories.

In order to develop a curriculum which will provide the necessary skills in the seventy-five identified competencies, it has been determined that these skills should be written as performance objectives. (These performance objectives can serve as a basis for curricula used to prepare professional youth workers. From the use of these, insights can be gained concerning the effectiveness of the method of instruction used. Also, a prediction of the individual's capability to perform the task in question can be gained.)

INSTRUCTIONS

We are asking you, the expert in this category, to list the course content that you think should be taught to individuals to provide skill development in each of the competencies in your category.

Ask yourself, "What is the minimum test that will give me acceptable evidence that the individual I have taught has developed skill in this competency?" The answer to this question, we are calling the specific test item. Please write this specific test item.

The next thing that we are asking you to do is to provide us with performance criteria. The section on "Performance Criteria" indicates the acceptable levels of performance that you consider necessary as proof that the individual has adequately mastered the skills you are trying to help him develop through instruction.

Given below is an example from the category "Evaluation" - Competency number 74, "Evaluate the impact of Extension 4-H activities."

EXAMPLE:

CATEGORY: EVALUATION

COMPETENCY

G. 74. Evaluate the impact of Extension 4-H activities.

PERFORMANCE OBJECTIVE

Given a situation wherein it is necessary to evaluate the impact of Extension 4-H activities, do so.

COURSE CONTENT

I. The continuous cycle of evaluation
II. Methods of sampling
III. Development of simple survey devices
IV. Types of surveys
V. Data analysis
VI. Decision making

SPECIFIC TEST ITEM

You, the Extension 4-H Youth Agent have recently started preparing a new annual plan of work for 4-H. It is necessary to evaluate the program activities of the past year. Write the proper procedure you should follow to determine the impact each activity had on the participants.

PERFORMANCE CRITERIA

The learner must identify each of the eight following steps:

I. Identify the activities

II. Identify activity objectives

III. Identify audiences

IV. Describe an adequate survey instrument

V. Choose an appropriate method of sampling

VI. Administer and collect survey devices

VII. Analyze data and draw conclusions

VIII. Make decisions from conclusions for revisions of programs

(The course content above has included this instructional area, and successful completion of the test item in this area would require the individual learner to demonstrate in some specific measurable way, a mastery of the thought skill(s) involved.) It will probably be helpful to consider what content you would teach a person in order that he/she would know how to perform the behavior in the performance objective, then ask yourself what you had taught him/her to do. This will be your specific test item(s).

In the example above, if the individual can identify the proper procedure he/she should follow (according to the material presented in class) you infer that he/she has performed the minimum level perfor-

mance called for by the performance objective, and thus, you can draw the conclusion that the individual probably can successfully perform this competency as required in the field.

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